Scheme of Delegation

SCHEME OF DELEGATION

Introduction

1. Stamford Park Trust was established in February 2019 by Ashton Sixth Form College with the aim of improving the life chances of young people in Tameside. It is our belief that the young people in our community should have access to quality education provision, and the Trust was established to create a structure which will provide new and innovative ways to further improve and strengthen support provided across the borough. Our aim is to help all young people realise their ambitions for their future and improve the life chances of all through the embedding of outstanding practice in our partner institutions. We will work to increase the membership of Stamford Park Trust over the years to help achieve our aims.

2. Since incorporation, we have grown steadily, and, as of January 2024, our member academies are:

    a. Ashton Sixth Form College

    b. Fairfield High School For Girls

    c. Longdendale High School

    d. Rayner Stephens High School

3. The Trust also includes Stamford Park Trust Sport, Community & Leisure which provides our academies and the local community access to outstanding on-site sporting facilities both at Astley Sports Village and at Ashton Sixth Form College, and builds extensive partnerships with local sporting organisations. These activities allow the Trust to engage and give back to the local community.

4. Stamford Park Trust is a limited company by guarantee and an exempt charity and will remain true to its aims and objects, as set out in the Trust's Articles of Association.

5. This Scheme of Delegation will be reviewed annually by the Board of Trustees as set out in paragraph 2.4 of the Academy Trust Handbook.

Our vision: the Trust we will become

6. The vision for Stamford Park Trust is simply articulated as, 'Excellence and ambition for all'. In meeting our vision to provide excellence and ambition for all, we will:

    a. Establish a dynamic Trust capable of building on its success, extending its influence and making a significant contribution within Greater Manchester and surrounding areas.

    b. Establish Academies which are centres of excellence and innovation for leadership, teaching and learning, and collaboration

    c. Support the development of a coherent curriculum which supports strong transition to the next phase of education and prepares all for the next stage of their lives in either education, employment or training.

    d. To encourage the realising of ambition, the taking of opportunity and the strengthening of wellbeing.

    e. Be driven by a moral purpose to transform the life chances and opportunities of all children and young people in the Trust.

    f. Work in partnership and collaboration across the Trust to develop a Trust identity aimed at improving achievement and aiding the development of all.

    g. Work in partnership with Higher Education and business to secure strong progression opportunities for every student in the Trust.

Our values: the key factors underpinning the way we work

7. As a Trust family of Academies, we:

    a. Are student centred and inclusive

b. Have a culture of trust and respect

c. Believe in a collegiate and collaborative approach to quality improvement and innovation

d. Are unashamedly aspirational and ambitious for all

e. Are supportive yet challenging

8. As individual members of staff or students in our Trust family, we believe in

a. Aspiration

b. Resilience

c. Respect

Trust Structure

9. The Trust has a three-tier structure – Members, Trustees and Local Governing Bodies – as set out below in figure 1.
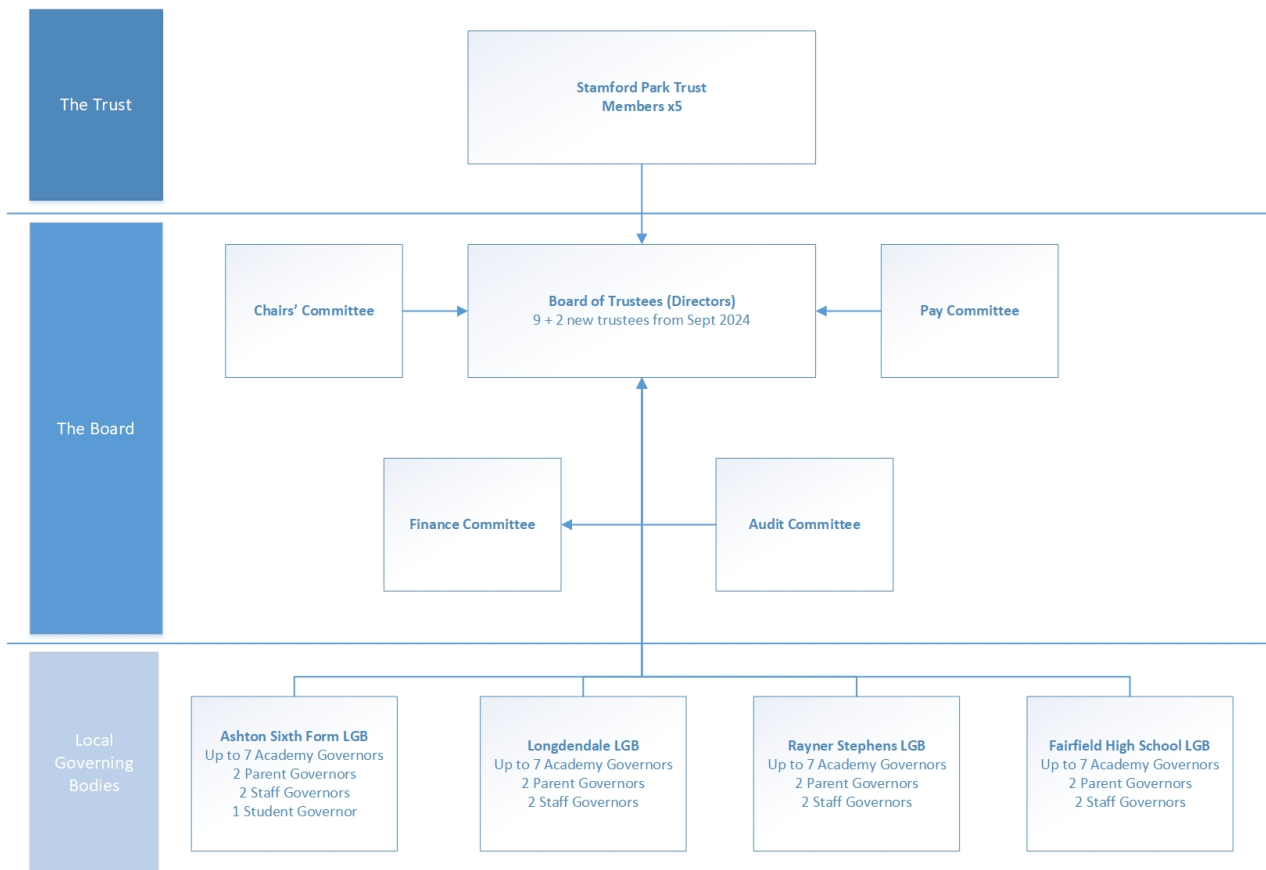

Figure 1

Members

10. The Trust has five members – the three original signatories to the memorandum, and two additional members appointed according to article 15A of the articles of association. Members' responsibilities include signing the memorandum and articles of association at incorporation, appointing members and trustees, appointing the auditors and receiving the annual accounts and report.

11. Members meet at least once per year at an Annual General Meeting.

Trustees

12. The members can appoint up to thirteen trustees and the Board of Trustees can appointed an unlimited number of co-opted trustees. Trustees are the directors of the Trust and they have three key responsibilities:

a. Set the strategic direction of the Trust

b. Hold senior school leadership to account

c. Oversee the Trust's financial performance

Committee structure

13. The Board of Trustees have constituted a Local Governing Body for each of the academies within the Trust. The Local Governing Body (LGB) shall be a committee established pursuant to Articles 100–101A to 104 (inclusive) of the Articles of Association of the Trust.

14. The membership of the Local Governing Body and delegated authority shall be for Stamford Park Trust to decide. However, when additional academies join the Trust, Stamford Park Trust will consult with the Chair of the predecessor governing body about membership of the newly formed Local Governing Body. Stamford Park Trust will also take the performance of each of the academies into account when assessing levels of delegation.

15. The Board of Trustees have also constituted the following committees of Trustees:

a. Finance & Resources Committee

b. Audit & Risk Committee

c. Pay Committee

d. Chairs' Committee

16. All committees, including local governing bodies, have a Terms of Reference document which is approved by the Board of Trustees at the time of constitution, and reviewed annually.

Chair's Action

17. The Chair, or in their absence the Vice-Chair, has authority to take urgent action between meetings only where:

a. a delay in dealing with the matter would be seriously detrimental to the interests of the school, a student, his/her parents, or a member of staff;

b. a meeting could not be called in sufficient time to deal with the matter;

c. the matter is one which can be delegated to an individual under government regulations.

18. Advice should be sought from the Head of Governance before taking any urgent action between meetings to ensure that this falls within permitted matters, and is not in contravention of any other government regulations covering statutory areas, for example admissions or budget setting.

19. If the Chair (or Vice-Chair) takes urgent action between meetings, the facts will be reported immediately to the Head of Governance, and recorded in the company records.

20. The action taken will also be reported at the next meeting of the Board of Trustees and recorded in the minutes.

Executive

21. The structure of the executive is set out below in figure 2. The positions of CEO, COO, Head of Governance, Centre Principal and Executive Principal (Secondary) are appointed by the Trust board, and remuneration and performance are considered at the pay committee meetings each year. The pay committee also considers the performance and pay of the Heads of School.
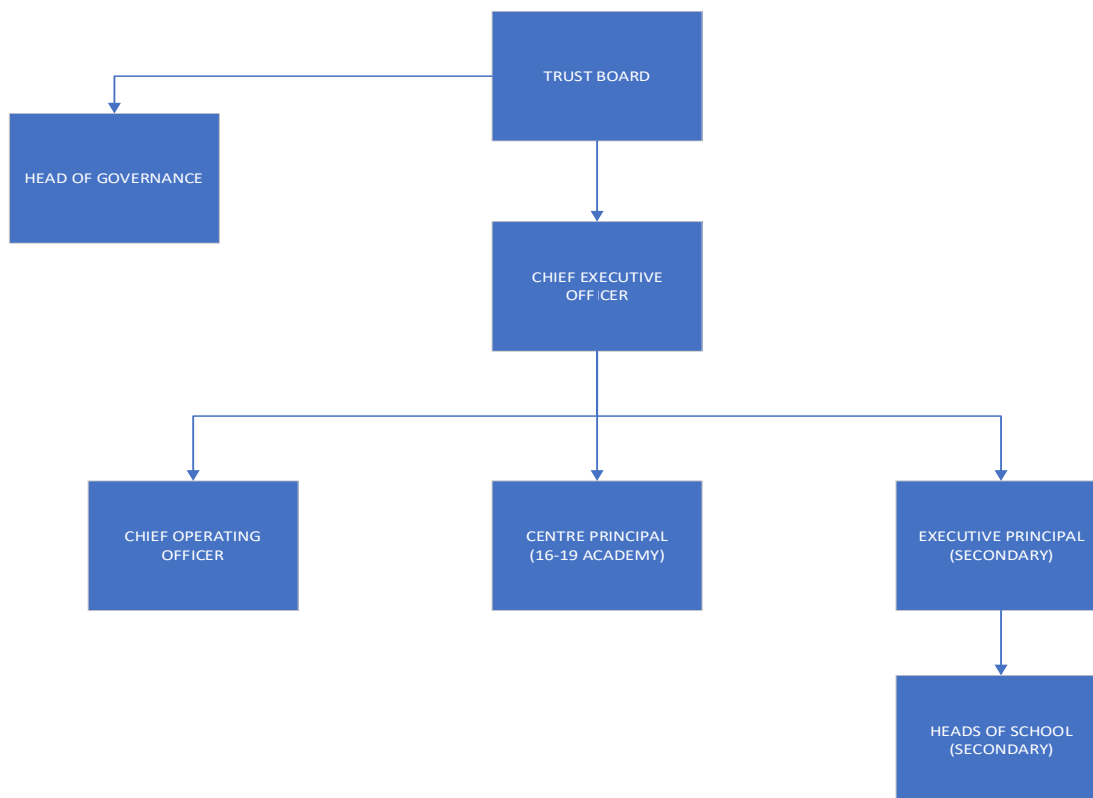
Figure 2

22. The Board of Trustees delegate the main responsibility for delivery of the vision and strategy to the Chief Executive Officer (CEO).

23. The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools. The CEO manages the performance of the Executive Leaders.

24. The CEO is the Accounting Officer, so has overall responsibility for the operation of the Trust's financial responsibilities, and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

25. The CEO leads the management team of the Trust. The CEO will delegate management functions to the Executive Leaders and is accountable to the Board of Trustees for the performance of the Executive Leaders.

26. The Heads of School are responsible for the day-to-day management of the secondary schools and are accountable to the CEO and Executive Principal (Secondary).

27. The Centre Principal is responsible for the day-to-day management of the sixth form college, and is accountable to the CEO.

28. The Chief Operating Officer (COO) is responsible for the day-to-day management of central services such as HR, Finance and Marketing. The COO also acts as the Chief Financial Officer and is responsible for the day-to-day operation of the Trust's financial responsibilities. The COO is accountable to the CEO.

Central Functions

29. As a grouping of academies we aim to have the greatest impact by pooling and sharing resources. The success or failure of the Trust as a whole is inextricably linked to the success or failure of any one academy. For this reason, central functions and budget levies are intended to support the Trust as a whole, rather than a simple purchase of services by individual academies from a central budget. Budget levies are to support the Trust's common aims as well as to provide core services and functions to individual academies.

30. Stamford Park Trust recognises that some academies may need additional support from the Trust, depending on their needs and circumstances. As such, the core resource fee will be determined in reference to the areas identified in section 8.

The Core Resource Fee

31. A number of core functions will always be provided by the Trust centrally, irrespective of the individual circumstances of the academy within the Trust. It will include but not exclusively, the cost of:

    a. The CEO

    b. Chief Operating Officer

    c. Head of Governance

    d. Costs incurred by the Trust for legal, financial, audit and governance services, support and guidance

    e. Relevant administrative / other costs

32. In addition, it is expected that a number of other services and support will be provided to academies within the Trust as part of a shared services model. The Trust must ensure, in consultation with Local Governing Bodies, the Board of Trustees and relevant committees, that the Trust is the most appropriate body to provide these services to academies within the Trust; it should deliver both value for money and quality. The services and support should be provided at cost. Where applicable, tendering processes may be applied. It is possible that in some circumstances, not all of the services and support will be provided to every academy within the Trust, or that some require additional support and services. Consequently, individual arrangements may need to be drawn up for each academy.

    a. Such support and services may include:

    b. Central administration support services, systems and staffing, such as MIS, finance, HR, general administration, student services and examinations.

    c. Estates management and Health and Safety

    d. Network, IT and reprographics management services and staffing

    e. Trust-wide posts to develop teaching, learning, assessment, quality and data management, curriculum leadership, or other aspects of leadership and management

    f. Additional leadership capacity or support for an individual academy

33. The contribution of each academy towards the total cost will be determined according to the relative size of academy budgets and will be reviewed annually by the Board of Trustees.

Budget Setting

34. The Trust Executive will submit the budget to the Board of Trustees for ratification by the 30th June each year. Indicative budgets must be in place by the end of April each year. Budgets require authorisation by the CEO and the Chief Operating Officer prior to being presented to the Board of Trustees.

Quality Improvement and Self-Assessment

35. All academy Principals and Headteachers, in conjunction with their Local Governing Body, must submit their validated Academy Quality Improvement Plan and summary Self-Assessment Report to the CEO by the 1st November each year.

DELEGATION MATRIX

The following delegation matrix is adapted from the NGA guide to developing a scheme of delegation for multi academy trusts. It covers statutory and essential responsibilities, as well as other areas of responsibility which are recommended to be included as best practice.

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
C Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
M Monitoring	Responsible for monitoring implementation and performance in these areas.
Highlighted	Statutory expectation or necessary to comply with articles of association or funding agreement.

		Members	Trust Board	CEO/ Executive Team	Academy Committees	Principals/ Heads of School
	1. Board Business					
1.1	Appoint/remove members	A/R				
1.2	Appoint/remove trustees	A/R	A/R			
1.3	Elect chair and vice-chair of trustees		A/R			
1.4	Remove chair and/or vice-chair in accordance with articles of association		A/R			
1.5	Establish and review trust governance structure		A/R	C		
1.6	Appoint trust governance professional		A	R		
1.7	Agree named trustees for key areas of responsibility (safeguarding, SEND, careers)		A/R			

		Members	Trust Board	CEO/ Executive Team	Academy Committees	Principals/ Heads of School
1.8	Establish local governing bodies for each academy		A/R			
1.9	Appoint/remove local governing body chairs		A/R		C	
1.10	Appoint/remove local governing body members, ensuring at least 2 elected parent governors		A/R		C	
1.11	Agree named link governors for key areas of responsibility (safeguarding, SEND, careers)				A/R	
1.12	Articles of association: review		A/R			
1.13	Articles of association: ratify	A/R				
1.14	Agree committee terms of reference		A/R	C	C	C
1.15	Complete annual review of scheme of delegation		A	R		
1.16	Complete annual governance self-review		A/R			
1.17	Publish governance arrangements on trust and schools' websites		A	R		
1.18	Ensure trust websites are compliant and effective		A	R	M (Academies)	R
1.19	Commission external review of board effectiveness every three years	C	A/R	C		
2. Vision and Strategy						
2.1	Determine trust's vision, strategy and key priorities		A/R	R	C	C
2.2	Apply trust vision and strategy to individual schools		A	R	M	R
2.3	Determine trust-wide policies which reflect the trust's ethos and values		A	R		
2.4	Determine school level policies		A	R	C	R
2.5	Establish risk register and conduct regular review		A	R	M	
2.6	Ensure engagement with stakeholders		A	R	R	R

		Members	Trust Board	CEO/ Executive Team	Academy Committees	Principals/ Heads of School
	3. Finance and Estates					
3.1	Appoint and remove external auditors	A/R	C			
3.2	Appoint and performance manage chief financial officer (COO)		A	R		
3.3	Produce trust's scheme of financial delegation		A	R		
3.4	Receive external auditors report	A/R				
3.5	Action recommendations made by external auditors		A	R		R
3.6	Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		A	R		
3.7	Submit ESFA required reports and returns		A	R		
3.8	Agree budget plan to support delivery of trust strategic priorities		A	R		
3.10	Monitor budgets and receive monthly management accounts		A	R		
3.11	Carry out benchmarking and trust-wide value for money evaluation		C	A/R		
3.12	Agree reporting and monitoring arrangements for trust and school budgets		A	R	C	C
3.13	Approve trust-wide estate vision, strategy and asset management plan		A/R	C		
3.14	Monitor trust estate to ensure it is safe and well-maintained		A	R	M	R
	4. Human Resources					
4.1	Appoint and dismiss CEO/Accounting Officer		A/R			
4.2	Performance manage CEO		A/R			
4.3	Agree CEO pay and reward		A/R			
4.4	Appoint executive leaders (Executive Principal/Centre Principal)		A	R		
4.5	Conduct executive team performance management		C	A/R		

		Members	Trust Board	CEO/ Executive Team	Academy Committees	Principals/ Heads of School
4.6	Appoint headteacher(s)		A	R	C	
4.7	Conduct headteacher performance management			A/R	C	
4.8	Agree headteacher pay and reward		A	R		
4.9	Review and agree staff appraisal procedure and pay progression		A	R		C
4.10	Determine executive team staffing structure		A	R		
4.11	Determine wider trust staffing structure			A	C	R
4.12	Trust wide pay policy, terms and conditions of employment		A	R		
4.13	Determine disciplinary and capability policies		A	R		
4.14	Implement disciplinary and capability procedures – CEO		A/R			
4.15	Implement disciplinary and capability procedures – excluding CEO		A	R		
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		A	C		
5. Education						
5.1	Approve trust curriculum/school curriculum and curriculum policy		A	R	C	C
5.2	Ensure high standards of teaching and learning		A	R	M	R
5.3	Delivery of curriculum			A	M	R
5.4	Set targets for trust outcomes		A	R	C	
5.5	Plan and deliver individual school improvement interventions and strategies			A	C/M	R
5.6	Agree trust behaviour policy		C	A/R	C	C
5.7	Implement behaviour policy			A	M	R
5.8	Review permanent and fixed term exclusions		A/R		R/C	
5.9	Agree admissions policy		A	R	C	C

		Members	Trust Board	CEO/ Executive Team	Academy Committees	Principals/ Heads of School
5.10	Admissions appeal process		A	R	C	C
5.11	Determine complaints policy		A/R	C	C	
5.12	Implement complaints procedures (responsibility dependent on stage of complaint)		A/R	R	R	R
	6. Safeguarding and SEND					
6.1	Agree trust safeguarding policy		A	R	C	C
6.2	Receive trust safeguarding policy and agree local safeguarding arrangements			C	A	R/C
6.3	Agree trust SEND policy		C	A/R	C	C
6.4	Implement trust SEND policy and monitor progress of SEND students			A	M	R
	7. Community					
7.1	Developing stakeholder partnerships across the trust		A	R	C	C
7.2	Developing stakeholder partnerships at school level			C	A	R