

Thomas Telford Multi Academy Trust
(TTMAT)
Scheme of Delegation



Approved by the TTMAT Board
February 2021

Scheme of Delegation of Powers

As a charity and company limited by guarantee, Thomas Telford Multi Academy Trust (“TTMAT” or the “Company”) is governed by a Board of Directors (Trustees) who are ultimately responsible for, and oversee, the management and administration of the Company and the Academies run by the Company. The Directors are accountable to external government agencies, including the Charity Commission and the Department for Education (including any successor bodies), for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice. It is the Trustees and not the Members who are accountable to the external government agencies.

Delegated Functions to the Local Governing Board

Functional responsibilities are as shown in the tabulation below. The Local Governing Board (“LGB”) may also delegate any of its functions to a committee, or to a Head, or to groups of identified individuals, **but it must monitor the activities of any such individual/group and receive reports. Formal decisions resulting from delegation may only be taken at full LGB meetings.** Committees may delegate their functions to an individual or working party of individuals, and names will be recorded in the minutes.

The proceedings of each LGB will be regulated by the terms of reference prescribed by TTMAT but, in particular:

The LGB will review the following at least annually:

- Establishment, terms of reference, constitution and membership of committees
- Delegation of functions to committees and individuals
- Proceedings in advance of, and at meetings of the LGB
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The dates of LGB termly and themed/monitoring/training meetings will be circulated, so far as practicable, prior to the beginning of the academic year.

An agenda and related documents for LGB meetings will be circulated two weeks in advance of the date of the meeting. There will be no facility for proxy vote at LGB meetings. The quorum for any meeting of the LGB will be 50% of the Board membership.

LGB members will be required to send apologies to the Clerk/Company Secretary (“Secretary”) when they are unable to attend meetings. Attendance by telephone, video conferencing etc. will be permissible, provided that the member has given notice of this intention at least 48 hours prior to the meeting and that appropriate equipment is available to facilitate the same.

The proceedings of the LGB must be recorded by the Secretary, or where the Secretary is not in attendance at a meeting for any reason, by any other person provided by TTMAT, or agreed by the LGB to act in this role. The minutes of LGB meetings will be presented to the Chair of Governors for amendment/agreement before full circulation. The LGB minutes will be circulated in advance of the next full meeting so that they can be formally discussed and agreed as a true record. Only at properly constituted and notified LGB meetings will the minutes be amended, by common agreement of those present.

Only those decisions that have been duly notified by agenda, properly discussed and recorded in a formally presented and constitutionally agreed set of minutes will be deemed to be the properly accountable business of the LGB.

Membership of the LGBs will be as prescribed by TTMAT and focused on ensuring an appropriate skillset at local level.

All LGB appointees must undertake DBS checks and undertake statutory training as necessary (i.e. Child Protection & Prevent)

The principle of affording as much autonomy as possible to the LGB and the Head is conditional upon good progress continuing, or being maintained by the Academy. In the event of an Academy showing signs that performance is falling below the national benchmarking standards for similar schools and, therefore, is at risk of being categorised by Ofsted as “Requires Improvement” or “Inadequate”, the Scheme of Delegation will be varied. This will enable the TTMAT executive team to take a more active supporting role in the formulation of strategic improvement plans and in coordinating additional resources, where requested by the Head and/or the LGB. Such variation may also be necessary under other circumstances which could lead to an unsatisfactory Ofsted grading, including a lack of effective leadership, poor standards of behaviour, inadequate teaching and leadership in core subjects and there being insufficient evidence of the Head being “held to account”. A significant Safeguarding matter, or a failure to comply with the regulations set out in the Academies Financial Handbook, could also lead to an Ofsted inspection, with serious consequences for the Academy and TTMAT.

Variation to the Scheme of Delegation is intended to be temporary and only until such time as there is sufficient evidence that the required improvements are being made. **Annex C** sets out the scope of the variation and the collaborative support to be provided by the TTMAT executive team.

Delegation

Function statement	Responsibility of:
1. To appoint Local Governors	LGB & TTMAT
2. To elect and appoint the Chair	LGB & TTMAT
3. To elect the Deputy Chair	LGB
4. To agree the dates and locations for full LGB meetings (legal minimum 3 per year)	LGB/Secretary
5. To regulate the procedures of meetings via code of conduct	TTMAT (Article 101)
6. To establish selection panels for Academy senior leadership recruitment	Head
7. To establish the governors’ register of pecuniary and business interests and oversee its maintenance	Secretary
8. To monitor Academy expenditure as presented by the Finance Director/Head	LGB
9. To agree and approve the annual Academy budget	LGB & TTMAT
10. To submit to the TTMAT Board completed budget forecasts on a termly basis	Head/Finance Director
11. To attend training on Safer Recruitment prior to participating in staffing selection panels	Head
12. To participate in the safer recruitment of Academy leaders	Head
13. To determine the arrangements for the appointment of all other staff	Head
14. To participate in the Academy self-review process including the review of the LGB effectiveness	LGB/Secretary/TTMAT
15. To provide to the Executive Advisor to TTMAT relevant progress and achievement data on a termly basis	Head
16. Child Protection matters, Social Services Referrals, Instances of race/hate related incidents and incidents requiring physical intervention with pupils by staff	Head
17. To ensure the Academy is working to the ESFA Financial Management and Governance Evaluation	Head/LGB/Secretary
18. To appoint the Head	LGB/TTMAT

Strategic Direction, Policy Development, Planning and Public Accountability

Function statement	Responsibility of:
1. To formulate the Academy Prospectus	Head

2. To monitor content of the Academy Prospectus	Head
3. To formulate, approve and monitor progress of the Academy Improvement/Development Plan	Head/LGB/TTMAT
4. To approve Academy session times and term/holiday dates	Head/LGB
5. To feedback local issues and concerns to the TTMAT Board	LGB
6. To formulate, approve and review as required policies as delegated by the Trust Board	Head/LGB
7. To review the Home Academy Agreement	Head
8. To issue press statements	Head/Chair LGB
9. To determine matters relating to health and safety and the security of the premises and its occupants, and to determine arrangements for the maintenance of the Health and Safety Policy and Procedures	Head/LGB
10. To monitor the use and suitability of the premises in H&S context	Head/LGB
11. To monitor pupil achievement against set targets	Head/LGB/TTMAT
12. To agree pupil achievement targets	Head/LGB/TTMAT
13. To arrange Governor Training/Induction	Head/Secretary
14. To agree and organise regular Local Governing Board self-evaluations	Secretary
15. To monitor Academy records	Head
16. Maintain central record of recruitment and vetting checks	Head
17. To ensure provision of FSM (free school meals) to those pupils meeting the criteria	Head
18. To discharge duties in respect of pupils with special needs by appointing a SENCo	Head
19. To carry out an annual review of safeguarding children and child protection Policy and procedures	Head/LGB/TTMAT
20. To ensure a designated teacher plus a second designated teacher for Child Protection and Looked-After Children are in place	Head
21. To ensure the designated teacher(s) report is provided to the Local Governing Body at least once per year	Head/LGB
22. To monitor asset management planning arrangements and Risk Register	LGB
23. To procure and maintain buildings including developing properly funded maintenance plans	Head/LGB
24. To monitor the Academy's use of Pupil Premium monies	Head/LGB
25. To participate in governor training as provided via the Trust or the Academy	LGB
26. To review the Academy's policies on a regular basis	Head/LGB
27. To monitor the Academy's measures and progress in Preventing and Tackling Extremism	Head/LGB
28. To ensure compliance with GDPR/Data Protection Act 2018	Head/LGB/TTMAT

Finance and Resources

Function statement	Responsibility of:
1. To formulate the budget plan with Best Value	Head/Finance Director
2. Approve the Budget Plan	LGB/TTMAT/Executive Advisor
3. To monitor expenditure against the budget plan and agree adjustments as necessary	Head/Finance Director/ LGB/Executive Advisor
4. Review expenditure and forecast termly	Head/Finance Director/LGB
5. Submit end of year accounts to the TTMAT Board	Head/Finance Director
6. To enter into contracts	Head/TTMAT

7. To monitor the Academy's arrangements for obtaining quotations and inviting tenders	Head/LGB/TTMAT
8. To maintain inventories and security of assets	Head/Finance Director
9. To determine payments regarding petty cash	Head/Finance Director
10. To determine arrangements for the annual auditing of the Academy funds and to send audited accounts to the TTMAT Board	Head/LGB/Executive Advisor
11. To monitor actions following an internal audit	Head/Finance Director/LGB
12. To approve the writing off of irrecoverable debts up to £1k and the disposal of surplus and damaged equipment	Head/Finance Director/LGB
13. To approve: <ul style="list-style-type: none"> a. land and building leases b. all other operating leases (photocopier, vending, minibus etc.) 	LGB/TTMAT Head/Finance Director
14. To manage the Academy Investment Portfolio	Finance Director /LGB/TTMAT
15. To carry out the statutory responsibility of Accounting Officer	Executive Advisor

HR Functions and Pay

Function statement	Responsibility of:
1. To determine the staff complement	Head/LGB
2. To review staffing structure	Head/LGB
3. To review periodically the performance management policy	Head/LGB
4. To implement the performance management policy	Head
5. To review annually the Academy's pay policy and pay awards	Head/LGB/TTMAT
6. To implement the pay policy	Head
7. To manage the annual salary review, including progression for teachers	Head/LGB
8. To conduct the annual appraisal of the Head	Chair of LGB/Rem. Com.
9. To consider the Head of Academy's performance management appraisal in relation to the Head's pay	Chair of LGB/Rem. Com. /TTMAT
10. To recruit staff on the leadership spine	Head
11. To recruit all teaching staff	Head
12. To recruit all other staff	Head
13. To suspend other staff	Head
14. To end the suspension of other staff	Head
15. To dismiss other staff	Head/LGB
16. To hear appeals made by staff in relation to the above	Head/LGB/TTMAT
17. To determine dismissal payments/early retirement in relation to the above	Head/LGB/TTMAT
18. To implement the Academy's grievance procedures	Head/LGB/TTMAT
19. To recruit the Head	LGB/TTMAT
20. To suspend the Head	LGB
21. To end the suspension of the Head	LGB
22. To dismiss the Head	LGB
23. To hear an appeal made in relation to the above	TTMAT
24. To determine dismissal payments/early retirement to the above	LGB/TTMAT
25. To agree and monitor the Academy's training strategy for teachers, support staff and governors	LGB

Admissions and Exclusions

Function Statement	Responsibility of:
1. To set and consult on changes to the Pupil Admission Number	Head/LGB
2. To agree the admissions policy and monitor its compliance with the Admissions Code	Head/LGB
3. To agree the behaviour policy and monitor its compliance with current legislation	Head/LGB
4. To hear pupil exclusions representations and determine outcome	LGB
5. To review the behaviour policy periodically and the use of exclusion	LGB
6. To appoint a clerk to the discipline committee	Chair
7. To monitor and review pupil attendance	LGB
8. To monitor compliance with admissions and exclusions legislation	LGB
9. To implement the admissions policy	Head/LGB
10. To attend admissions appeals as necessary	Head
11. To arrange admissions appeals as necessary	Head

Curriculum

Function statement	Responsibility of:
1. To adopt the Thomas Telford Template as a basis for organisational and curriculum provision. (Annexes A & B)	Head/LGB
2. To report standards of teaching and attainment to the Local Governing Body	Head
3. To ensure that the delivery of sex education and RE are in line with the Governors' policies and legal guidance	Head
4. To ensure the prohibition of political indoctrination of pupils and ensure a balanced treatment of political issues	Head/LGB
5. To implement and monitor the PREVENT agenda	Head/LGB
6. To decide which subject options should be taught having regard to resources and implement provision for flexibility in the curriculum (including activities outside the Academy day)	Head
7. To ensure the curriculum complies with the Equality Act 2010	Head/LGB
8. To monitor the curriculum in respect of Special Needs provision, including Gifted and Talented pupils	Head/LGB & Link Governor
9. To monitor the arrangements for academic visits/residential trips	LGB
10. To monitor compliance with the requirements of the Ofsted Inspection Framework	Head/LGB
11. To be involved in the formulation and review of the Ofsted self-evaluation form (SEF)	Head/LGB
12. To consider in detail any inspection report made by Ofsted or the DfE and monitor progress against recommendations	Head/LGB
13. To ensure that the Academy encourages pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs	Head/LGB
14. To monitor safeguarding procedures	Head/LGB & Link Governor/TTMAT
15. To ensure that where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils, whether in lessons or extra-curricular activities, on and off the Academy site	Head/LGB

Responsibility for Policies

Bold denotes where standard template policies have been shared and adopted, as far as practicable

Policy:	Prime Responsibility:
Admissions	LGB
Behaviour	LGB
Child Protection/Safeguarding	TTMAT/LGB/Head
E-Safety	LGB/Head
Data Protection	LGB/Head
Funding Agreements/Supplemental Funding Agreements	TTMAT
Health & Safety / Visits	LGB/Head
Minutes of LGB meetings	LGB/Head
Restructuring and Redundancy	LGB/Head
Special Educational Needs	LGB/Head
Staff Discipline / Grievance	LGB/Head/TTMAT
Supporting Students with Medical Conditions	LGB/Head
Teacher's Pay & PRP	LGB/Head/TTMAT
Accessibility Plan	LGB/Head
Anti-Bullying Policy	LGB/Head
Charging & Remissions	LGB/Head
Collective Worship	LGB/Head
Complaints	LGB/Head
Declaration of Business Interests	LGB/TTMAT
Equal Opportunities	LGB/Head
Freedom of Information	LGB/Head
Governance Allowances	LGB/Head/TTMAT
Home-Academy Agreements	LGB/Head
Homework Policy	LGB/Head
Marking Policy	Head
PHSE	Head
Pupil's Attendance	Head
Academy Roll	LGB/Head
Single Central Record	LGB/Head
Spiritual, Moral, Social and Cultural Development	LGB/Head
Teacher Appraisal	Head
Whistle-Blowing	LGB/Head/TTMAT
Whole-Academy Literacy	Head
Whole Academy Numeracy	Head

The Thomas Telford Template for Secondary Schools (last revised September 2016)

Thomas Telford School has been at the forefront of educational developments nationally, by pioneering radical ways of organising and delivering education since its opening in 1991. A set of key characteristics have been continually developed and refined to create a highly effective template for organisation and a value system that underpins a very student-centred ethos. This template produces outstanding standards and young people who are succeeding at all levels in industry and commerce in local, national and international arenas.

Building Design Rationale

The designs of Walsall, Sandwell and Madeley academies have benefited from these developments, and each building improves as a result of the lessons learnt from the previous project. The buildings share the same educational rationale.

Key Characteristics in the Family of Schools

Academies that have adopted the template, where necessary have customised some characteristics to accommodate the unique features of the community of learners they serve. Although we believe that some of the characteristics are of primary importance, we would wish to stress that it is their combination that creates a potent chemistry for highly effective education.

The primary characteristics are:

Organisation

- Two-hour 40 minutes taught sessions with a creative use of curriculum time to provide a more positive learning for students
- An expanded session 3 programme providing a flexible learning programme for each student outside of the normal school day to complement the curriculum provision, deliver key curricular experiences and enrichment activities.
- All ability intake provides a stable base for planning and resource preparation
- Vertical tutor groups provide supportive structure for students
- Breakfast, lunch and tea on site avoids problems in the community and ensures punctual return to afternoon Session
- Rolling programme for Lunch and Break reduces pressure on management and accommodation

Management

- Flat management structure places top practitioners in the classroom and alongside subject staff
- Integrated pastoral management ensures a holistic approach

Values

- Total concentration on what is best for the children
- An achievement culture that recognises and celebrates what young people can do using all means possible, for example weekly broadcasts, star students profile, achievement evenings, achievement assemblies etc.
- Simple rule that teachers should be able to teach and children should be able to learn
- Parental partnership and active involvement

Curriculum

- Modular delivery provides focus for planning, assessment and reporting
- Online curriculum provides consistency, clear foundation for lesson planning and resources
- Personalised curriculum which allows for independent learning
- Focus on extra-curricular activities in sports and performing arts

- Regular reporting to parents
- Study programmes for ten GCSE and vocational subjects
- Greater prospects of employability opportunities with technical study programmes available to students who find this pathway more appropriate
- Provision of Sixth Form study routines which prepares students for University life emphasising independent learning opportunities
- Three A level students will be given additional timetabled teaching time to prepare for the new linear A levels in Session 3
- Ebacc alongside more flexible technical and BTEC programmes will be provided to meet the range of ability and aspirations of the students
- Detailed attention is given to Progress Levels with enhanced personalised programmes provided to ensure performance irrespective of ability is maximised
- Every student to receive a “TTS passport” to ensure they:
 - Go to university, gain an apprenticeship or employment
 - Have a residential experience
 - Participate in a democratic election procedure
 - Succeed in an enrichment activity
 - Visit a place of worship
 - Experience a cultural event
 - Participate in charity work
 - Have access to comprehensive careers advice service
 - Have a mock interview and attend work experience
 - Participate in Business Enterprise
 - Have a discussion with the Head

Incentives, Terms and Conditions

- Performance Related Pay to recognise exceptional outcomes in examinations
- Payment for covering sessions to maintain standards and security for students
- Over and above payments to recognise significant commitment to the students outside of normal hours or job role
- Freedom secured from CTC/Academy contracts for employees
- One day per week for planning, preparation and marking
- Plan for succession management at all levels to enhance and create professional development opportunities and career progression

The secondary characteristics are:

Business Approach

- Governance through sponsors provides business management focus
- Self-financing catering service

Building

- Site security included in design
- No Staff Room provision places staff working alongside students
- Curriculum-based facilities
- Leading edge ICT provision
- Interactive website and archived video

Standards

- Staff smartly dressed to set the tone for students
- School uniform 11-16 that fosters pride and eradicates social inadequacy
- Sixth Form business dress which fosters adult attitudes and creates a professional outlook

Outward Facing

- Commitment to educational advancement by sharing the results of research and development with the wider education community
- Specific outreach projects achieving tangible gains for local schools
- Working with but independent from Local Authority
- Mutual support gained from the Thomas Telford family of schools
- Teacher training programmes that provide a supply of well-trained teachers to the family of schools and the West Midlands

Personnel

- Direct employment of staff i.e. catering, cleaning, grounds, security
- Finance Director with a brief for transport, site, catering and cleaning
- Student Support Officer role to provide dedicated service for students and reduce time-consuming pastoral demands on senior leaders
- Fabric Manager to ensure high quality maintenance and conditions
- Expert Display Technician to ensure high quality display
- Industrial consultants to manage Careers and Work Experience

The Thomas Telford Template for Primary Schools (adapted for Redhill Primary Academy September 2018)

Thomas Telford School has been at the forefront of educational developments nationally, by pioneering radical ways of organising and delivering education since its opening in 1991. A set of key characteristics have been continually developed and refined to create a highly effective template for organisation and a value system that underpins a very student-centred ethos. This template produces outstanding standards and young people who are succeeding at all levels in industry and commerce in local, national and international arenas.

Key Characteristics in the Family of Schools

Academies that have adopted the template, where necessary have customised some characteristics to accommodate the unique features of the community of learners they serve. Redhill Primary Academy have equally replicated many of these characteristics but not all due to the compatibility with younger children.

The primary characteristics are:

Organisation

- All ability intake provides a stable base for planning and resource preparation
- Redhill 'Big' Friends, Playground Buddies, House Teams, along with many other systems, develop opportunities for pupils to take an active role in school life and provide a structure of peer support.
- The provision of a Breakfast Club, on-site lunch provision and an After School Club which provides afternoon tea; supports pupils with their learning and homework; helps avoid problems in the community; ensures punctuality; and children who are ready and prepared for learning.
- Rolling programme for KS1 and KS2 Lunch and Break reduces pressure on management and accommodation.

Management

- Flat management structure places top practitioners in the classroom and alongside subject staff.
- Integrated pastoral management ensures a holistic approach.

Values

- Total concentration on what is best for the children.
- An achievement culture that recognises and celebrates what young people can do using all means possible, for example achievement evenings, achievement assemblies, commendations, house points, star readers and writers etc.
- Simple rule that teachers should be able to teach and children should be able to learn.
- Parental partnership and active involvement.

Curriculum

- Personalised curriculum which allows for independent learning.
- Focus on extra-curricular activities in sports, science and performing arts.
- Enriched curriculum, providing exciting and stimulating contexts for teaching and learning.
- Regular reporting to parents.
- Intervention and booster programmes delivered within and outside of the school day.
- Curriculum design which promotes both independence and teamwork, encouraging children to take ownership of their own learning, making choices in the way they present their work, how they research and who they work with.
- Lesson planning which builds on children's prior knowledge, and through questioning, enquiring and investigating, support the children to find answers and solve problems.
- Effective Learner Programme which develops life-long learning skills for children: Reflection, Perseverance, Collaboration and Independence.

- Detailed attention is given to Progress Levels with enhanced personalised programmes provided, to ensure performance irrespective of ability is maximised.
- Every student to receive a “TTS passport” to ensure they:
 - Have a residential experience;
 - Participate in a democratic election procedure by the end of Year 6;
 - Succeed in an enrichment activity;
 - Visit a place of worship;
 - Experience a cultural event;
 - Participate in charity work;
 - Participate in Business Enterprise Projects;
 - Have a discussion with the Head;
 - Have an opportunity to be part of one of the many student voice committees.

Incentives, Terms and Conditions

- Performance Related Pay to recognise exceptional outcomes in examinations.
- Payment for covering sessions to maintain standards and security for students.
- Over and above payments to recognise significant commitment to the students outside of normal hours or job role.
- Freedom secured from CTC/Academy contracts for employees.
- Half day per week for planning, preparation and marking.
- Plan for succession management at all levels to enhance and create professional development opportunities and career progression.

The secondary characteristics are:

Business Approach

- Governance through sponsors provides business management focus.
- Considering a Self-financing catering service

Building

- Curriculum-based facilities.
- Leading edge ICT provision.
- Interactive website

Standards

- Staff smartly dressed to set the tone for students.
- School uniform that fosters pride and eradicates social inadequacy.

Outward Facing

- Commitment to educational advancement by sharing the results of research and development with the wider education community.
- Specific outreach projects achieving tangible gains for local schools.
- Working with but independent from Local Authority.
- Mutual support gained from the Thomas Telford family of schools.
- Teacher training programmes that provide a supply of well-trained teachers to the family of schools and the West Midlands.

Personnel

- Considering the direct employment of staff i.e. catering, cleaning, grounds, security
- Finance Director with a brief for transport, site, catering and cleaning.
- Staff with a pastoral role to provide dedicated service for students and reduce time-consuming pastoral demands on senior leaders.

Annex C

Variation to the Scheme of Delegation

The Executive Advisor, or his/her designate, or another appointed external verifier, will initially visit the Academy to observe aspects of the school day before preparing an independent report for the consideration of the Trust Board and LGB. The Executive Team will then: -

- take an active role to support the Head to draw up and to seek approval of the Improvement Plan by the LGB and TTMAT Board
- assist the Head by identifying and arranging appropriate support (i.e. the engagement of subject specialists)
- set a clear timeframe for improvement and an exit route
- participate in and ratify all appointments at Head of Department level and above
- report regularly to the LGB and TTMAT regarding progress
- make recommendations to the LGB of revisions and amendments to the Budget Plan
- implement restructuring measures, where deemed to be necessary and directed by the LGB or TTMAT Board
- attend LGB meetings to report on progress and respond to Governors' questions relating to the same
- provide additional support, as may be requested by the TTMAT or LGB