



*Inspiring all to excellence*  
**Fierté Multi Academy Trust**

## Scheme of Delegation

**Document Control**

**Version Control**

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01	July 2019	ELT	
02	Spring 2020	GCT/ELT	
03	Autumn 2021	GT/CFOO	
04	January 2022	VB	
05	September 2023	ELT	Agreed with ZI, CoTB. To be taken to the Governance Forum for their consideration.

<b>Section</b>	<b>Amendments</b>
Page 4	List of Trustees, including Chair, updated.
Details of Articles of Association	Removed.
Page 5	Role of committees represented as a diagram.
Page 6	Updated Chairs of Governors.
Pages 8 -10	Clarified and simplified the scheme of delegation tables.

## Rationale

1. The Fierté Multi Academy Trust (FMAT) is an exempt education charity.
2. The aim of the Fierté Trust is to inspire all to excellence.
3. Trustees are accountable to external government agencies including the Charity Commission to ensure that all statutory obligations to our pupils and parents are met.
4. This Scheme of Delegation will enable the Executive Leadership Team, Local Governing Trust Boards, Headteachers to make decisions that will meet the needs of pupils and the wider community.
5. We implement the locally agreed Trust admissions arrangements. We are fully inclusive, non-selective and welcome pupils from all socio-economic backgrounds.
6. We provide on-going and high-quality training for all staff, trustees, and governors.
7. We work collaboratively with our Trust Academies, schools in the local areas and the wider community.
8. All stakeholders are aware of their own accountabilities with a comprehensive understanding of the systems of control.

## Mission, Vision and Values

### Core Purpose

A vision and ethos deeply rooted at the heart of the Trust fosters in all pupils both a culture and mind-set of belonging, self-worth, higher aspirations, and an intellect of independence; this alongside the self-belief that there are no limits to what each child can accomplish.

### Our Mission

*“Inspiring all to excellence”*

This statement is at the heart of the Fierté narrative. We strive to ensure that our community can realise its true potential through placing our children’s needs and rights at the centre of every decision we make. This is our mission. To that end, we bestow the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve their full potential.

Our mission is intrinsic and visible within every academy within the Trust and through the extensive opportunities that our Multi-Academy Trust offers.

### Vision and Values

As a group of schools, we believe passionately in the power of working as one entity; advancing education for the public benefit with a shared moral and legal purpose. We wholeheartedly commit to supporting our local communities to thrive by maximising every opportunity for learning and care and ultimately to achieve our vision: **“Inspiring all to excellence”**.

To deliver our vision we essentially focus on four key areas:

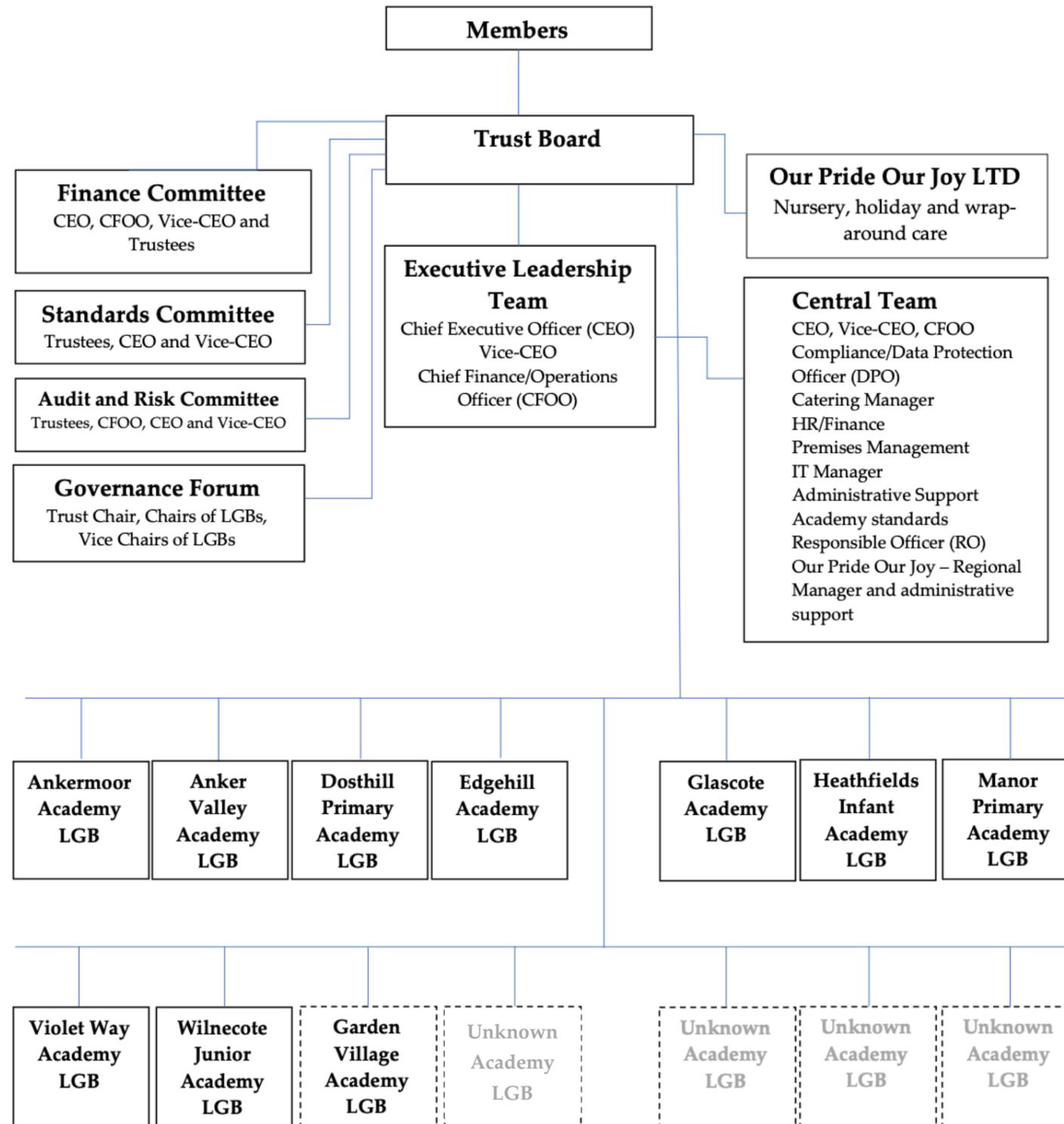
- I. Our people** – investment in our people in all areas and across all stages creating strong Trust people proposition for our children, staff and stakeholders.
- II. Excellence** – we support excellence with a systematic focus on continuous school improvement
- III. Growth and development** – sustainable growth of the Trust, ensuring strong governance, financial and operational infrastructure to support Trust growth with clear and effective communication and engagement across all schools.
- IV. Wellbeing** – we create develop self-belief, mental and physical well-being and aspiration of our children, staff and communities.

Our values are the thread that drive excellence and create the culture in which we can all excel. Our values are:

*We are brave; we care; we celebrate individuality and we leave no one behind.*

## The Fierté Trust Structure

This is a general representation of the structure not meant to be reflective of the actual make up of the Trust at this point in time.



### The Fierté Trust Members

The Members are the subscribers to the Trust's Memorandum of Association. They have an overview of the governance arrangements of the Trust and the power to appoint and remove Trustees. Their objectives include the advance, for the public benefit, of education in the United Kingdom, by establishing, managing and developing schools offering a broad and balanced curriculum.

Fierté Trust Members are:

- **Mr Mark Howlings**
- **Mr Alistair Campbell**
- **Mr Stuart Prior**
- **Mrs Victoria Blundell**
- **Chair of Trust Board** – Mrs Zoe Insley

### The Fierté Trust Board (Trustees)

The Trust Board is the legal governing entity of the MAT.

The Trust Board will meet at least termly in line with the requirements set out in the Academy Trust Handbook 2023.

The Trust Board sets out Fierté Multi-Academy group strategy and operational policy in key areas which are then applied within and across all academies through the organisational framework and schemes of delegation to local governance arrangements.

Board members act collectively: with the exception of the CEO and Vice-CEO, they do not have individual executive authority. Each Academy is ultimately governed by the Trust.

The Board of Trustees are:

Mrs Maria Hamblin CEO  
Mrs Zoe Insley (Chair)  
Mrs Jo Smith (Vice-Chair)  
Mr Tony Hand Vice-CEO  
Mrs Laura Gardner  
Mrs Jayne Harris  
~~Mrs Freya Cassia~~  
Mrs Lisa McIntosh

The Chief Financial Operating Officer and Company Secretary is Mrs Amanda Prosser Davies

### Executive Leadership Team

Chief Executive Officer (CEO)

Mrs Maria Hamblin

Vice- Chief Executive Officer (Vice-CEO)

Mr Tony Hand

Chief Financial Operating Officer (CFOO)

Mrs Amanda Prosser-Davies

## Committees and Forums of the Trust Board

The Board of Trustees has the following Committees made up of Trustees for scrutiny that meet at least termly and make recommendations to the Trust Board as appropriate.

Finance Committee – Trustees, CFOO

Risk Audit Committee – Trustees, CFOO

Standards Committee – Trustees, CFOO

Remuneration Committee – Trustees, CFOO

The following Forums also exist:

Safeguarding Forum – CEO, Safeguarding Trustee, Designated Safeguarding Leads, Deputy Safeguarding Leads, Well-Being Lead

Governance Forum – Trust Board Chair, Trust Board Vice-Chairs, Academy Chairs and Vice-Chairs and CEO, V-CEO, CFOO

Terms of reference for all Committees and Forums are reviewed annually; these can be found in the Governance Handbook.



The **Safeguarding Forum** is the foundation to foster a rich culture of safeguarding, where effective leadership teams make safeguarding a shared responsibility: everyone across the organisation understands how their role in safeguarding contributes to supporting and protecting our children and staff.

The **Governance Forum** is instrumental in the development of the Governance of our academies by supporting self-review, skills audits and improving practice. It is also important for the training and recruitment of Governors. The Governance Forum will report to the Trust Board termly.

#### Local Governing Boards (including Local Advisory Board and Interim Advisory Board)

<b>Academy</b>	<b>Chair of Governors</b>
Anker Moor Primary Academy	Vicki Blundell
Anker Valley Primary Academy	Julia Jones
Dosthill Primary Academy	Jo Smith
Edge Hill Junior Academy	Peter Collinson – Joint LGB with Violet Way Infant Academy
Glascote Heath Primary Academy	Vanessa Buchanan
Heathfields Infant Academy	Matthew Fletcher - Joint LGB with Wilnecote Junior Academy
Violet Way Infant Academy	Peter Collinson - Joint LGB with Violet Way Infant Academy
Wilnecote Junior Academy	Matthew Fletcher - Joint LGB with Wilnecote Junior Academy
Manor Primary Academy	Mandy Frith

Each Academy within the Trust either has a Local Governing Board or a Local Advisory Board (where there is concern over governance) or an Interim Advisory Board (where there is concern over Leadership and Management); these are committees of the Trust Board. Local Governing Boards meet twice termly and follow Trust Agenda Planners. Governing Boards work without sub-committees.

Local Governing Boards may also have Task and Finish Groups with a limited remit that report back to the full Local Governing Board meeting.

The Local Governing Board has delegated power to monitor the role of the academy at an operational day to day level and to review:

- the management and organisation of the Academy in line with the Fierté Multi-Academy Trust and individual Academy development plans;
- the strategic direction, vision and ethos of the Academy;
- the management and organisation of the academy including;
  - monitoring teaching and learning;
  - staff performance and employment;
  - staffing structure;
  - premises and site issues;
- the implementation of the decisions of the Board;
- the implementation of policies approved by the Board including;
  - policies monitoring pupil welfare, behaviour and safety;
- the implementation of all extended academy activities.

The Local Governing Board will report to the Trust Board on decisions and will also provide advice or make recommendations to the Board on issues.

The Local Governing Board plays an important role in the life of each Academy and scrutinises the work of the Senior Leadership Team, monitoring the management and organisation of the Academy and implementing the decisions of the Trust Board. The membership of the Local Governing Board is dependent on the skill set necessary for effective governance. The following points must be applied:

- The members of the Local Governing Board will be called governors;
- There will be between 5 and 9 governors;
- The Academy Headteacher/Executive Headteacher are members of the Local Governing Board;
- Academies can choose to have staff members but the total number of staff members cannot exceed one third of the total membership.

Executive Leadership Team members and Trustees attend Local Governing Board meetings as observers, to respond to questions and to impart information.

### Local Advisory Boards

In the case of a Local Advisory Board put in place, the following applies:

- The governors are appointed by the Trust Board in line with the skills required;
- The Academy Headteacher/Executive Headteacher where applicable will be a member of the Local Advisory Board;
- The Local Advisory Board will consider student welfare, site issues and extended school issues as standing agenda items;
- Local Advisory Boards will gain earned autonomy with responsibilities being restored after training, consideration, and reports to the Trust Board.

### Interim Advisory Board

An Interim Advisory Board will be appointed by the Trust Board when:

- A school is put into a category 3 or 4 after an Ofsted Inspection that highlights leadership and management as a significant issue;
- A governance review highlights significant concerns about the efficiency and effectiveness of the Local Governing Board.

### Central Functions

As part of a family of academies, we aim to have the greatest amount of impact with efficacy. Each Academy contributes a set percentage of grant income towards the provision of a range of support functions and services which are available to all academies. The percentage charge and the level and scope of services provided are determined by the Trust Board subject to periodic review. In addition, based on risk and or need, specific charges may be made for additional intervention when curriculum and performance require e.g. long-term or significant deployment of Vice-CEO, leadership support or teachers. The ultimate responsibility for the deployment of support resides with the CEO/Vice CEO. This will be based on identified need. Academy Headteachers/Executive Headteachers should discuss their requirements with the CEO, Vice-CEO or COO who will then broker that support on their behalf.

### Budget Setting

All final Academy budgets must be submitted to the Trust Board for ratification by 30 June each year. Projected outturns are in place by May each year. Budgets are set by the Academy Headteachers and COO with support from the Central Finance Team and Trust Accountants in consultation with the Local Governing Board Chair. These are then submitted to the CEO (Accounting Officer) for approval before presentation to the Finance and Audit Committee and Trust Board for ratification.

All Academy Headteachers, in conjunction with the Leadership Forum, will submit their Academy Improvement Plan (AIP) and Academy Insight for Development (AID) to the CEO and Vice-CEO by the second week in September each year. The monitoring of implementation will be monitored by the Local Governing Board and reported to the Vice-CEO.

### Key to the Scheme of Delegation

✓	<b>Accountable</b>	<i>Makes the final decision</i>	✓	<b>Consulted</b>	<i>Consulted before a decision or action is taken</i>
✓	<b>Responsible</b>	<i>Carries out the process or task/or makes a recommendation</i>	✓	<b>Informed</b>	<i>Informed that a decision or action has been taken</i>

		<b>Accountable</b> <i>Makes the final decision</i>	<b>Consulted</b> <i>Consulted before a decision or action is taken</i>	<b>Responsible</b> <i>Carries out the process or task/or makes a recommendation</i>	<b>Informed</b> <i>Informed that a decision or action has been taken</i>	Members	Trustees	Finance Committee	Risk and Audit Committee	Standards Committee	CEO/VICE-CEO	COO	LGB	HT	
<b>Finance</b>	Establish a central budget for corporate services.						✓	✓			✓	✓			
	Determine scope of mandatory core services delivered by the Company on behalf of Academies.						✓	✓			✓	✓			
	Identify those additional services to be procured on behalf of individual academies.						✓	✓			✓	✓		✓	
	Ensure centrally procured services provide value for money.						✓	✓			✓	✓			
	Approve the consolidated Trust budget plan for the financial year.						✓	✓			✓	✓			
	Determine the proportion of the overall Academy budget to be delegated to individual academies.						✓	✓			✓	✓		✓	
	Approve the first formal budget plan each year (Academy).						✓	✓			✓	✓		✓	
	Monitor Trust expenditure.						✓	✓			✓	✓			
	Monitor Academy expenditure.						✓	✓			✓	✓		✓	
	Approve the Financial Policies and Procedures.						✓	✓			✓	✓			
	Carry out financial processes in line with the Finance Policies.							✓	✓		✓	✓		✓	
	Establish financial decision levels and limits.							✓	✓		✓	✓		✓	
	Appoint the Responsible Officer/Internal Scrutiny.	✓						✓			✓	✓			
	Appoint the Finance and Risk Audit Committees.							✓✓							
<b>People</b>	Appointment of CEO, COO and Vice-CEO (and any other appointment to the ELT of the Trust).						✓✓								
	Appointment of Trustees.	✓					✓✓								
	Appointment of Headteachers (Selection Panel).						✓				✓	✓	✓		
	Appointment of Senior Leader (Academy).						✓				✓	✓	✓	✓	
	Appointment of Teachers (Academy).						✓				✓	✓	✓	✓	
	Appointment of educational support staff (Academy).						✓				✓	✓	✓	✓	
	Appointment of finance and admin staff (Central Team).						✓				✓	✓		✓	
	Appointment of finance and admin staff (Academy).						✓					✓		✓	
	Agree HR Policies including pay policy.							✓✓				✓	✓	✓	✓
	Establish disciplinary/capability procedures.							✓✓				✓	✓	✓	✓
	Dismissal of the CEO/COO/Vice-CEO.	✓✓ CEO						✓✓				✓	✓		
	Dismissal of Headteachers.							✓				✓	✓		
	Dismissal of Academy Staff.							✓				✓	✓	✓	
	Dismissal of Central Support Staff (not ELT).							✓				✓			
	Suspension of CEO/COO/Vice-CEO.	✓✓ CEO						✓✓				✓	✓		
	Suspension of Central Team.							✓				✓	✓		
	Suspension of Headteachers.							✓				✓	✓		
	Suspension of Academy staff.							✓				✓	✓		✓
	Ending suspension of CEO/COO/V-CEO.	✓✓ CEO						✓✓				✓	✓		
	Ending suspension of Central Team.							✓				✓	✓		
	Ending suspension of Headteachers.							✓				✓	✓		
	Ending suspension of Academy staff.							✓				✓	✓		✓
	Determine staffing structure.							✓				✓	✓	✓	✓
	Determine severance/compensation payments/early retirement (excluding CEO) below £50, 000.							✓				✓	✓		
Request for career break - academy staff.							✓				✓	✓		✓	
Request for career break – Central Team.							✓				✓	✓			

		Members	Trustees	Finance Committee	Risk and Audit Committee	Standards Committee	CEO/VICE-CEO	COO	LGB	HT								
<table border="1"> <tr> <td>✓ Accountable</td> <td>Makes the final decision</td> <td>✓ Consulted</td> <td>Consulted before a decision or action is taken</td> </tr> <tr> <td>✓ Responsible</td> <td>Carries out the process or task/or makes a recommendation</td> <td>✓ Informed</td> <td>Informed that a decision or action has been taken</td> </tr> </table>		✓ Accountable	Makes the final decision	✓ Consulted	Consulted before a decision or action is taken	✓ Responsible	Carries out the process or task/or makes a recommendation	✓ Informed	Informed that a decision or action has been taken									
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People	Request for Holiday during term-time.		✓				✓	✓										
	Request to move between academies.		✓				✓			✓								
	Establish and annually review the Performance Management Policy for the Trust.		✓				✓	✓		✓								
	Ensure the effective implementation of the Performance Management Policy.		✓				✓	✓		✓								
	Performance Management of CEO.		✓✓															
	Performance Management of Vice-CEO.		✓✓															
	Performance Management of COO.		✓				✓											
	Performance Management of Headteachers.		✓				✓											
	Establish and Review Trust Pay Policy.		✓				✓	✓		✓								
	Establish Pay Review Panel for ELT.		✓✓															
Establish Pay Review Panel for Staff.		✓						✓										
Quality of Education	Establish and monitor the Curriculum Policy.					✓	✓		✓	✓								
	Accountability for standards of teaching across the MAT.					✓	✓											
	Responsibility for standards of education at Academy level.								✓	✓								
	Accountability for individual child's education (SEND/EHCP).								✓	✓								
	Responsibility for individual child's education (SEND/EHCP).									✓								
	Provision of sex and relationships education – to establish and monitor a written policy.						✓		✓	✓								
	Prohibit political indoctrination and ensuring the balanced treatment of political issues including support for British values.		✓						✓	✓								
	To adapt the model charging and remissions policy for local application.			✓				✓		✓								
	Agree targets for pupil achievement.						✓		✓	✓								
	Responsibility for ensuring provision for RE.		✓				✓		✓	✓								
Ensure that all pupils take part in a daily act of worship.		✓				✓		✓	✓									
Behaviour	Establish a Behaviour Policy.		✓				✓		✓	✓								
	Review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions.		✓				✓		✓	✓								
	Appointment of an Independent Review Panel to hear appeals against a permanent exclusion.		✓				✓		✓	✓								
Leadership	Establish a Compliments, Complaints and Comments Policy.		✓				✓	✓	✓	✓								
	Implement the Compliments, Complaints and Comments Policy.		✓				✓	✓	✓	✓								
	To consult, establish and review the Trust's model admissions policy.		✓				✓		✓									
	Admissions: to adapt the model policy to reflect local need.		✓				✓		✓									
	Admissions: decisions-application of criteria.		✓				✓		✓	✓								
	Set the times of Academy sessions and the dates of school terms, inset days and holidays.		✓				✓	✓	✓	✓								
	Establish and monitor the Attendance Policy.		✓				✓		✓	✓								
	Compile a Safeguarding Policy.		✓				✓		✓	✓								
	Monitor and ensure the application of the Safeguarding Policy.		✓				✓		✓	✓								
	Prepare and publish information for parents including academy prospectus if applicable.						✓	✓	✓	✓								
	Ensure the Trust website is fully compliant.		✓				✓	✓										
	Ensure academy/OPOJ websites are fully compliant.								✓	✓								

		✓ <b>Accountable</b> <i>Makes the final decision</i>	✓ <b>Consulted</b> <i>Consulted before a decision or action is taken</i>	Members	Trustees	Finance Committee	Risk and Audit Committee	Standards Committee	CEO/VICE-CEO	COO	LGB	HT
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<b>Premises</b>	Ensure buildings and liability insurances are in place.				✓		✓			✓		
	Develop a buildings strategy.				✓				✓	✓		✓
	Refurbish and maintain buildings, including developing a properly funded maintenance plan.				✓				✓	✓		✓
	Institute a Health and Safety Policy.				✓				✓	✓		✓
	Ensure that health and safety regulations are followed.				✓					✓	✓	✓
<b>Governance</b>	Ensure provision of free school meals to those pupils meeting the criteria.				✓					✓	✓	✓
	Appoint (and remove) the Clerk to the Trust Board and LGBs.				✓				✓	✓	✓	✓
	Establish LGB meeting format and procedures.				✓				✓	✓	✓	✓
	Ensure LGBs meet and comply with guidance prepared by the Trust.				✓				✓	✓		
	Ensure a Register of Trustees' and Governor Business and Pecuniary Interests is maintained.				✓					✓		
	Establish a Trustee and Governors' Expenses Policy.				✓					✓	✓	✓
	Discharge duties in respect of pupils with special needs by appointing a SEND lead.				✓				✓			✓
	Ensure that all statutory policies and procedures required by academies within the Trust are approved and in place.				✓						✓	✓
	Consider an application for a school or academy to join the Trust including undertaking due diligence.				✓				✓	✓		
	Review the Trust's key performance indicators/Strategic plan.				✓				✓	✓		✓
	Review and monitor the Trust's Risk Register.							✓	✓	✓		
	Recruitment and appointment of Trustees.					✓✓						
	Trustee Induction.					✓✓						
Recruitment of Governors.					✓			✓	✓	✓	✓	
Governor Induction.					✓					✓	✓	