



THE CRANMER EDUCATION TRUST SCHEME OF DELEGATION

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CRANMER EDUCATION TRUST
THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM. OL1 3SQ

CRANMER EDUCATION TRUST

SCHEME OF DELEGATION

1. Introduction

- 1.1. Cranmer Education Trust (“CET”) is a multi-academy trust committed to educational excellence for all of its pupils and students.
- 1.2. This Scheme of Delegation (“SoD”) is a key tool within CET’s governance framework to enable the trust to operate in an efficient, open and transparent way. This SoD should not be confused with the financial scheme of delegation required by the Academies Financial Handbook (as amended) as this will be maintained in a separate document.
- 1.3. Within this SoD the roles within CET’s governance will be defined, along with the governance structure adopted and the clear lines of delegation and accountability approved by the trustees.
- 1.4. The SoD sets out the basic roles and delegations within CETs governance structure. The trustees will determine bespoke arrangements for each school depending on its capability and the support it needs from time to time to reach the outcomes set for it.
- 1.5. Some academies may have significant levels of delegations due to their determined capabilities, whilst others will receive more concentrated support to help them to increase their capacity to take on more delegation from the trust board. The trustees will be advised by the Chief Executive on the appropriate levels of delegation for each school at local governing level and school leadership.

Governance

2. Members

- 2.1. The Members of CET are the individuals and corporate bodies that ensure that the trust is being operated in accordance with its governing document, the Articles of Association, and retain and preserve the religious character of the designated faith of the trust.
- 2.2. They play a limited day-to-day role in the trust. However, they do have a very important role in providing oversight of the trustees and approving changes to CET’s governing document. They also have the power to appoint and remove trustees, and the power to appoint and remove the CET’s auditors.

3. Trust Board/Trustees

- 3.1. CET is a multi-academy trust under the Academies Act 2010 programme. This means we are a private company limited by guarantee with a board of directors to ensure that the trust is operated in a legally compliant way and to achieve the outcomes set for our pupils and students.
- 3.2. CET is also an exempt charity with the Department for Education as its Principal Regulator.¹ The company directors are therefore also charity trustees and subject to the duties set out under the Charities Act 2011.²
- 3.3. The directors of CET are referred to as the trustees. This reflects the charitable nature of the organisation and to ensure that furthering our charitable objects remains at our organisation’s core.

¹ See section 12 Academies Act 2010 and generally the Charities Act 2011

² The duties of charity trustees are set out at section 177(1) Charities Act 2011

- 3.4. Trustees are appointed in accordance with the procedures set out under CET's Articles of Association.³ The Diocesan Corporate Member and the Trustees of the Oldham, Henshaw and Church of England Trust, play a significant role in appointing trustees of CET to ensure that it retains its religious ethos.
- 3.5. All of the powers of the trust are vested in the trust board. It is for the trustees to determine what powers they wish to retain and which ones they wish to delegate to another layer of CET's governance.
- 3.6. The Articles of Association set out the various powers that the trustees can exercise on behalf of the academy trust company. They will also be the "proprietor" as referred to in education law and statutory guidance issued from time to time by the Department for Education (and its successors).
- 3.7. The trustees appoint a Chief Executive to ensure that the trust's vision and strategy are delivered and to take responsibility for the operational day-to-day management of CET. Other executive officers may be appointed with trustee approval to ensure the efficient operation of CET. The Chief Executive will also serve as a trustee in an ex-officio role.
- 3.8. The trustees will retain responsibility for entering into legal agreements for CET, financial scrutiny, challenging the executive on academic performance of the academies, compliance with company, charity, education and employment law, and to set policies and procedures relating to trust employees and statutory requirements. The trustees have fiduciary duty to act in good faith, ensuring compliance with legal obligations and charity regulations, fulfil charity objectives reporting requirements, and to act with integrity avoiding personal conflicts of interest.

4. Committees

- 4.1. Trustees have established committees to give specific focus to the business of the trust. The Trust Board fully reserves the right to amend the terms of reference for these committees and the powers delegated to each at any time to best serve CET.
- 4.2. The following committees have been established to ensure the smooth and efficient operation of CET:
- 4.2.1. Audit, Risk and Finance Committee
 - 4.2.2. Pay Committee
 - 4.2.3. Standards Committee
 - 4.2.4. CEO Appraisal Committee
 - 4.2.5. Local Governing Committees for Schools
 - 4.2.6. Interim boards
- 4.3. Terms of reference will establish the constitution, membership and scope of each of the Trust Board's committees.
- 4.4. It will be for the trustees to determine (on the advice of the Chief Executive) whether a school should have a local committee or interim board.

Local Committees

- 4.5. Local Committees will be delegated the following powers as standard under their terms of reference:
- 4.5.1. To review all exclusions as required by law;

³ See Articles 50 to 56D CET Articles of Association

- 4.5.2. To consider applications for priority under a school's admissions oversubscription criteria;
- 4.5.3. To hear appeals at stage 2 of the complaints policy;
- 4.5.4. To appoint designated governors for safeguarding, health and safety, careers (secondary schools only), SEND and Pupil Premium;

4.6. Local Committees must meet 4 times in each academic year.

Interim boards

- 4.7. An interim board will be established when a school needs greater support and challenge to enable it to meet the standards and level of academic performance expected by the trustees.
- 4.8. The membership of the interim board will be determined by the trustees on advice from the Chief Executive. The interim board will exercise all of the powers delegated to a local committee.
- 4.9. Membership may include those with strong experience in governance or who serve on local governing bodies for other academies within CET. Members of the executive team (see section 6) may also take positions on interim boards if particular expertise is needed in the circumstances.
- 4.10. Due to the identified need for closer and more focused support, the trustees require that interim board's meet at least 6 times in each academic year.

5. Executive

- 5.1. All Headteachers are line managed by the Chief Executive giving a clear line of accountability.
- 5.2. In order to ensure the trustees' strategy is implemented, the Chief Executive will be supported by an executive team which will be responsible for the daily operations of the trust and give focused expertise on:
 - 5.2.1. finance,
 - 5.2.2. human resources,
 - 5.2.3. ICT infrastructure,
 - 5.2.4. data analytics,
 - 5.2.5. operational matters,
 - 5.2.6. continuing professional development and training, central to the Trust's strategy for recruitment and retention.
- 5.3. Appointments to the executive team will be jointly decided by the Chief Executive, and nominated trustees, as and when appointments are required.
- 5.4. The executive team will take a trust wide approach to ensuring all academies are properly supported. It will be the executive team's responsibility to identify issues and to implement the strategies required to ensure the efficient provision of education for all pupils and students.
- 5.5. The trustees will delegate powers to enable the Chief Executive and the executive team to manage the trust operationally on a day-to-day basis and to make the decisions that are needed within real time. Exercise of delegated powers will be subject to oversight and challenge from the trustees.
- 5.6. The Chief Executive and the executive team member with responsibility for human resources will also play a role in the daily management of executive and school staffing issues.

- 5.7. The Chief Executive has the delegated power to suspend any Headteacher or any member of the executive. He/she also has the power to reinstate any member of staff that he/she has suspended.
- 5.8. The Chief Executive may only be suspended or reinstated by the Chair or Vice Chair of trustees. In the event that neither the Chair nor the Vice Chair are available to make a decision on suspension or reinstatement the Chair of Audit, Risk and Finance Committee will make the decision.

6. Leadership Group

- 6.1. All Headteachers will be members of the Trust's Leadership Group, chaired by the Chief Executive, together with senior members of the Executive.
- 6.2. The Leadership Group is a key communication tool to enable the Chief Executive to consult on and assist the executive with the development of policy and procedure for the CET.
- 6.3. The views of our Headteachers are important and we want to hear them so that our provision is continuously improving, and all school and executive leaders collectively take responsibility for the outcomes and experience of all our children and young people.
- 6.4. This group is not a committee constituted by the trustees and does not have any formal powers delegated to it. It is a forum for best practice to be shared and to ensure CET maximises the professional expertise it has across the trust.

7. School Leadership

- 7.1. Each school will have a Headteacher to lead the daily operations of the school and to assemble a senior leadership team to deliver on the trust's expectations for the school.
- 7.2. The Chief Executive and members of the executive team will support the Headteacher and senior leaders.
- 7.3. The Headteacher will be responsible for ensuring that the school has all statutory appointments in place, such as a SENCO and Designated Safeguarding Lead (with sufficient duties).
- 7.4. The Headteacher will lead the development and implementation of the curriculum and school specific policies and procedures.
- 7.5. Recruitment of school staff will be led by the Headteacher in consultation with the executive team. For the avoidance of doubt, all Headteacher recruitment activities are led and managed by the Chief Executive. All Deputy Headteacher appointments are led by the Headteacher with the Chief Executive and advised by the School Improvement Partner.

8. Delegation

- 8.1. At appendix one of this scheme of delegation we have set out the various levels of governance within CET and the areas which are delegated to them. This is not intended to be an exhaustive list. Policies and procedures may set out more specific delegations. Those policies are approved by the trustees and any delegations of power set out within them have been granted by the Trust Board.

Appendix 1:

Levels of delegation at CET

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Leadership Group	Trust Board	Trust Committees (not LGB or IB)
Headteacher recruitment, appraisal and pay determination		<ul style="list-style-type: none"> Chair is member of panel for Headteacher appointment Nominated Governor to engage in appraisals with CEO 	As for LC	<ul style="list-style-type: none"> CEO leads recruitment process, line manages Headteachers, conducts Headteacher appraisals, supported by nominated local governor, and advised by phase professional (School Improvement Partner). Recommends Pay Determination to Trust Board's Pay Committee 	N/A	<ul style="list-style-type: none"> Appoints all Headteachers 	<ul style="list-style-type: none"> Pay committee to determines and reviews the salary ranges of Headteachers and Deputy Headteachers Pay committee approves Headteacher performance related pay following appraisals.
Deputy Headteacher recruitment, appraisal and pay determination	<ul style="list-style-type: none"> Leads recruitment process as advised by Executive Team 	N/A	N/A	<ul style="list-style-type: none"> Conduct recruitment and appointment process. CEO is member of appointment panel 	N/A	N/A	N/A

	<ul style="list-style-type: none"> • Member of appointment panel. 						
Finance & procurement	<ul style="list-style-type: none"> • Involvement with Executive Team in the preparation of the budget and 3-year forecasting • Review monthly and end of year budget monitoring / management account reports, debtors, credit and bank reconciliation prepared by school finance team. • Oversee the implementation of local school procurement opportunities identified by school finance team and authorise expenditure in line with the delegated authorisation 	<p>Receive and challenge school budget</p> <p>Receive school budget updates for challenge</p>	As for LC	<ul style="list-style-type: none"> • Finance Director • Develop and propose financial policies • Set financial procedures • Recommends school finance targets • Oversees all finances and ensures spending is within agreed budgets • Approves and recommends to Board: <ul style="list-style-type: none"> ◦ school budgets & forecasts ◦ Use of reserves & endowments • Supports headteachers with school finances • Finds, implements and manages network procurement opportunities • Supports and challenges on plans for using school reserves • Monitors & challenges locally led procurement 	Kept abreast by Executive Team of the consolidated financial position of the Trust, changes to financial policies	<ul style="list-style-type: none"> • Accountable for ensuring financial compliance and sustainability • Approve: <ul style="list-style-type: none"> ◦ Finance policies ◦ Trust budget ◦ school delegated budgets ◦ Financial targets for academies; ◦ Running school deficit; ◦ Financial statements ◦ Auditors appointment and reports • Monitor and challenge <ul style="list-style-type: none"> ◦ school finances, particularly 	<p>Audit, Risk & Finance Committee</p> <ul style="list-style-type: none"> • Review and recommend to Trust Board Trust consolidated budgets and three-year forecasts • Review Trust budget outturn • Consider the achievement of value for money • Review and recommend to Trust Board new and existing Trust policies • Set, monitor and evaluate central support costs • Advise Trust Board on

	levels set out in the Trust Finance Handbook			<ul style="list-style-type: none"> • Authorise expenditure in line with the delegated authorisation levels set out in the Trust Finance Handbook 		<p>vs. school target and budget, and use of resources vs. education plans</p> <p>Authorise expenditure in line with the delegated authorisation levels set out in the Trust Finance Handbook</p>	<p>internal and external audit programme</p> <ul style="list-style-type: none"> • Recommend to the Trust Board appointment of auditors • Consider auditors reports and monitor managements responses and actions • Monitor risk in the Trust
HR / Recruitment	<ul style="list-style-type: none"> • Ensure HR policies and processes are implemented • Develop and propose staff restructure proposals • Liaise with school-level union representatives • Recruit, develop and 			<ul style="list-style-type: none"> • Prepare HR and recruitment policies • Approve significant staff changes/restructures • CEO has power to suspend and reinstate Headteachers and members of the executive team • Support academies with ongoing HR guidance 	<ul style="list-style-type: none"> • HR Policy is discussed at Leadership Group and recommendations/concerns of Headteachers are fully considered as policy is formulated. 	<ul style="list-style-type: none"> • Accountable for all HR compliance • Approve all HR policies except where delegated to the CEO • Chair or Vice-Chair to suspend or reinstate the CEO • Approve national pay 	<ul style="list-style-type: none"> • Pay Committee to make pay determinations for CET Executive Staff outside national pay awards / incremental progress

	<p>retain high-quality staff in academies</p> <ul style="list-style-type: none"> • Headteacher has the power to suspend or reinstate local school staff • Headteachers, working with Trust HR Lead have the power to issue disciplinary, capability and attendance sanctions up to and including dismissal for school staff. • Design and implement organisation structures which support the school needs. 			<ul style="list-style-type: none"> • Responsible for providing/arranging HR support to academies • Liaising with regional and national level unions • Engage and lead on recruiting key operational posts • Monitor implementation of key HR policies, esp. pay and performance • Lead on policies when executive team must investigate or act in decision making role • The CEO has delegated authority to approve some HR policies • The CEO has the power to issue disciplinary, capability and attendance sanctions up to and including dismissal for central Trust staff and Headteachers of Trust Schools. 		<p>awards for teaching and support staff.</p>	
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<p>School Improvement</p>	<ul style="list-style-type: none"> • Develop school strategy, culture & ethos • Develop and then propose school priorities and school improvement plan, including suggesting targets • Deliver performance as per school improvement plan and targets • Develop and then propose curriculum model • Manage assessment processes • Improve teaching quality through performance management, 	<ul style="list-style-type: none"> • Support the Principal to develop and implement local school culture and ethos • Support, challenge and input into the development of the school improvement plan, self-evaluation, and school expansion strategy • Support, challenge, and have input into the school curriculum model • Monitor school performance against school improvement plan and targets through reviewing and challenging Headteacher's updates and data analysis. • Engage with Chief Executive 	<p>As for LC</p>	<ul style="list-style-type: none"> • Approves: <ul style="list-style-type: none"> ◦ school culture &ethos ◦ school improvement plan and priorities ◦ curriculum model; and ◦ behaviour policy • Support schools on multiple aspects including: implementing school improvement plan; improving teaching quality; managing assessment processes; analysing school data • Monitor school performance • Research and disseminate effective approaches and facilitate sharing of best practice with the trust. • CEO appoints the School Improvement Partner <ul style="list-style-type: none"> • Develops Trust level improvement 	<ul style="list-style-type: none"> • Leadership Group collaboratively and collectively research and identify Trust-wide educational improvement priorities, the capacity required to achieve these and the roles of individual schools in their achievement. 	<ul style="list-style-type: none"> • Set overall vision and mission for CET • Hold Executives to account on school, performance, improvement and all operational areas 	
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	training and mentoring.	about any concerns over school performance		capacity in consultation with the Headteachers. <ul style="list-style-type: none"> • Sets school targets • Sets Trust-wide educational priorities, in consultation with Leadership Group 			
Complaints	<ul style="list-style-type: none"> • Implement complaints policy • Investigate and deliver outcome at stage 1 (non-Headteacher complaints) • Ensure records are maintained at local level for complaints handled at school 	<ul style="list-style-type: none"> • Form an appeal panel for stage 2 (Independent Chair) 	As for LC	<ul style="list-style-type: none"> • CEO to investigate complaints about trust • CEO to investigate complaints about Headteacher • Review complaint against Chair of Governors/IB under stage 2 	<ul style="list-style-type: none"> • Review learning arising from complaints and its relevance to all schools 	<ul style="list-style-type: none"> • Chair or Vice Chair to hear complaints about CEO • Form appeal panel for academies with an IB or stage 2 complaints about trust 	
Safeguarding, H&S and other compliance	<ul style="list-style-type: none"> • Ensure compliance with statutory obligations and mandatory Trust policies, including H&S, business continuity, safeguarding, data protection, 	<ul style="list-style-type: none"> • Appoint link governors for Safeguarding, H&S, and SEN who monitor to ensure that high priority is given to these statutory areas of responsibility 		<ul style="list-style-type: none"> • Set statutory and trust mandatory policies • Monitor school implementation of statutory compliance & risk management and oversee quality management processes 	<ul style="list-style-type: none"> • Support the development of policy to ensure it is fit for purpose in schools and where necessary, customised for schools 	<ul style="list-style-type: none"> • Accountable for all compliance • Approve all statutory policies 	

	<p>equality, SEND and exclusions</p> <ul style="list-style-type: none"> • Provide information for FOI requests • Provide information to comply with data subject rights • Appoints Designated Safeguarding Lead • Manage all safeguarding complaints (unless against Headteacher) • Responsible for referrals for children at risk outside school environment and following statutory guidance • Develops school specific SEND policy from Trust 	<ul style="list-style-type: none"> • Review all exclusions, as required by law 		<ul style="list-style-type: none"> • Support academies as needed, e.g. safeguarding, H&S, business continuity, data protection, equality, etc • Coordinate response to FOI/SAR requests • Appoint a data protection officer to ensure compliance with data protection law • CEO to manage safeguarding allegations against Headteachers • Monitors implementation of safeguarding quality assurance through reports from DSLs on the measures being taken to ensure compliance • Monitors implementation of H&S quality assurance through reports from Headteachers on the measures being taken to ensure compliance including accessibility planning 	<ul style="list-style-type: none"> • Review patterns in monitoring data to inform staff training and school priorities • Ensure SENDCos are part of Trust SEND network and trained on Trust policy and procedure 		
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	<p>policies and guidance</p> <ul style="list-style-type: none"> • Appoints qualified SENDCO • Responsible for implementation in line with statutory requirements and Trust policy 			<ul style="list-style-type: none"> • Consulted in responding to any complaint against a staff member • Supports schools to assess the need for referrals for children at risk • Monitor compliance with SEND law and guidance 			
Admissions	<ul style="list-style-type: none"> • Assist with development of school's admission arrangements • Promote the school to maximise intake • Engage with local primaries to promote school to pupils and parents • Ensure compliance with admission arrangements and law • Represent school at 	<ul style="list-style-type: none"> • Apply the School's oversubscription criteria, where these are linked to church attendance. • Consider any applications for preference under the school's oversubscription criteria (non-religious) • Make all reasonable efforts to check the veracity of the information provided by 	As for LC	<ul style="list-style-type: none"> • Approve admissions arrangements for academies in consultation with Headteacher and Local Committees • Monitor compliance with admissions arrangements and statutory codes • Engage on behalf of the trust in response to complaints about admissions raised with the Secretary of State or Schools Adjudicator 	<ul style="list-style-type: none"> • Review admissions data and school procedures to maximise intake across Trust schools 	<ul style="list-style-type: none"> • Responsible as admissions authority for compliance with admissions law and terms of funding agreement with the Secretary of State 	N/A

	independent appeal panels	parents/leaders of worship					
Estates	<ul style="list-style-type: none"> Ensures local monitoring and upkeep of school estate, maintenance and repairs Leads quality of learning environment Advises local committee and Trust Executive re improvement priorities 	<ul style="list-style-type: none"> Designated governor monitors Health and Safety termly using Trust processes and checklist to advise Executive Monitor, challenge and evaluate priorities on spending on school environment 		<ul style="list-style-type: none"> Leads development of trust estates strategy and recommends prioritisation Makes all capital bids on behalf of the Trust Leads implementation, monitoring and evaluation of capital projects Sets framework and expectations for local repairs and maintenance to ensure health and safety and a vibrant learning environment in conjunction with the Headteachers and local committees Authorises capital projects up to limits stated in Financial Handbook 	<ul style="list-style-type: none"> Kept abreast of Trust's strategic plans re prioritisation re upgrading and funding 	<ul style="list-style-type: none"> Authorises capital projects and capital expenditure in line with the Financial Handbook 	

<p>SCITT</p>	<ul style="list-style-type: none"> • Support the SCITT development through providing placements for trainees and developing staff as mentors/subject leads/phase leads • Promote the expertise of the SCITT • • SCITT Director leads development and implementation of SCITT improvement plan and manages budget 	<p>N/A</p>	<p>N/S</p>	<ul style="list-style-type: none"> • CEO is Accounting Officer for the SCITT responsible to accounting to the Secretary of State for the quality and quantity of teacher supply and to the Trust Board for the development of resource, capacity and finance. 	<p>N/A</p>	<ul style="list-style-type: none"> • To ensure the SCITT is solvent, well-run, and is delivering its objectives. To approve SCITT budgets and review reports from the Accounting Officer as to the monitoring of finances and the effectiveness of procedures and controls 	<p>N/A</p>
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