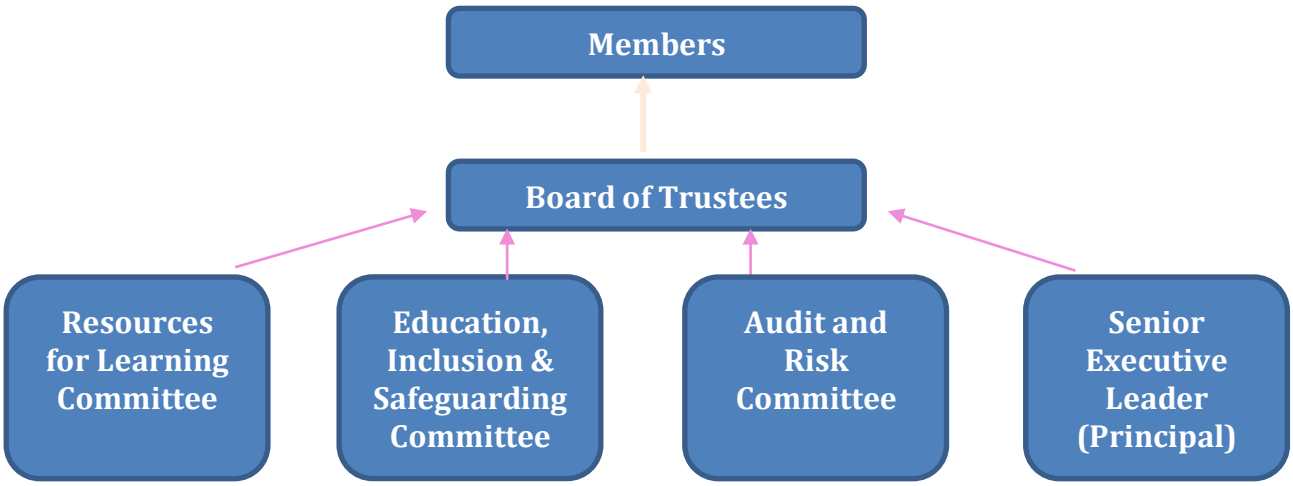
SCHEME OF DELEGATION

GOVERNANCE STRUCTURE AND LINES OF ACCOUNTABILITY



The academy trust board of trustees delegate responsibility for the day to day running of the academy to the principal. The trustee board will hold the principal to account for the performance of the academy. The principal in turn holds other members of the senior leadership team to account by line managing them. While the board cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making.

The principal will report to the board on the performance of the academy, although this will be supplemented by the monitoring of trust board committees and individual trustees with any delegated responsibilities.

ROLES AND RESPONSIBILITIES

The role of the members

The members of the trust have a different status to trustees. Originally they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (a document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust's articles of association.

In order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, the majority of members should not also be trustees. Members are not permitted to be employees of the academy trust.

The role of the trustees

The academy trust is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors, the terms 'trustees' and 'directors' are often used interchangeably.

Trustees must ensure compliance with the trust's charitable objectives, with company and charity law and with their contractual obligations under the funding agreement.

The trust's responsibilities under current legislation and statutory guidance include safeguarding, health and safety, and estates management.

In addition it must carry out the three core governance functions:

1. Strategic Leadership: define the trust's vision for high quality and inclusive education; establish and foster the trust's culture; set and champion the trust strategy.
2. Accountability and Assurance: ensure robust effective oversight of operations and performance; ensure effective use of funding and effective financial performance.
3. Engagement: strategic oversight of relationships with stakeholders.

The board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of trust board committees

The trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in each committee's terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The board of trustees must have a finance, audit and risk committee to which the board delegates financial scrutiny and oversight.

The role of the senior executive leader (the academy principal)

The principal has the delegated responsibility for the operation of the trust.

The principal is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The principal leads the senior leadership team (SLT) of the academy trust. The principal delegates management functions to the SLT and is accountable to the trust board for the performance of the SLT.

SCHEME OF DELEGATION

1. This Scheme of Delegation is established by the Governing Board under its powers contained in Articles 93 to 96 of Articles of Association of Chalfonts Community College.

2. The following Standing Committees are established to exercise on behalf of the Governing Board the functions referred to in the Terms of Reference of those Standing Committees contained in Annexes A, B and C to this Scheme respectively:

a) Resources for Learning Committee
b) Education, Inclusion and Safeguarding Committee
c) Audit and Risk Committee

3. The following Special Committees are established as required to exercise the functions set out in Annexes D, E, F, G, H, I and J to this Scheme respectively:

d) Pay
e) Staff disciplinaries/grievances
f) Student Discipline
g) Headteacher appraisal
h Headteacher recruitment
i) Complaints
j) Admissions

4. The powers set out in Annexe K to this Scheme are delegated to the Principal.

5. In accordance with the Articles of Association, the establishment, terms of reference, constitution and membership of any committee of the governors shall be reviewed at least once in every twelve months, usually at the first meeting of the Governing Board in the Academy year. The membership of any committee of the governors may include persons who are not governors, provided that a majority of members of any such committee shall be governors. The governors may determine that some or all of the members of a committee who are not governors shall be entitled to vote in any proceedings of the committee. No vote on any matter shall be taken at a meeting of a committee of the governors unless the majority of members of the committee present are governors.

MEETINGS AND PROCEEDINGS OF COMMITTEES

6. Any matter delegated to any Standing Committee shall be subject to the following restrictions and conditions:

a) The Committee shall give effect to any resolution of the Governing Board on matters of policy or principle;

b) Notwithstanding the delegated powers given to a Committee, the Governing Board may at any time call for any matter which is still under discussion to be referred to it for decision.

7. Any member of the Governing Board may attend any Committee meeting (even if not a member) and, with the consent of the Chair of that Committee.

8. The quorum for a meeting of a Committee shall be three voting members in each case (unless otherwise determined by the Governing Board) members of the Committee who are not members of the Governing Board shall not be entitled to vote, unless otherwise determined by the Governing Board.

9. Every question shall be decided by a majority of votes of the eligible members present and voting on that question save that where there is an equal division of votes, the person who is acting as Chair of the meeting shall have the casting vote. No vote on any matter may be taken at a meeting of any Committee unless the majority of the members of the Committee present are members of the Governing Board.

10. Any Committee shall report to the Governing Board in respect of any action taken or decision made with respect to the exercise of its functions at the meeting of the Governing Board immediately following the taking of the action or the making of a decision except that the Staff Disciplinary committee will only report their decisions without statements or reasons of evidence, so that the Governors who may form an Appeal Committee are not involved and any appeal is not prejudiced.

11. In the event of the person appointed by the Governing Board to act as clerk to a Committee failing to attend a meeting of that Committee, the Committee shall appoint one of their number to act as clerk for the purposes of that meeting.

12. The agenda for any meeting of a Committee shall be prepared by the Clerk in consultation with the Principal and the Committee Chair. Each meeting shall be convened by the Clerk who shall give each member (and the Principal) at least seven clear days' notice in writing thereof and a copy of the agenda for the meeting save in cases of emergency.

13. The minutes of the proceedings of each meeting of a Committee shall be drawn up, recorded, and duly approved. Minutes should record decisions and other main points together with such brief explanations as may be necessary. Confidential matters shall be recorded as Part 2 items and, as such, subject to restricted circulation (in case of doubt to be resolved by the Chair). The Clerk to the Governing Board shall arrange for such minutes to be circulated to all members of the Governing Board and for them to be included as an item on the Agenda at the next meeting of the Governing Board.

14. If the person appointed as Chair of a Committee is absent from any meeting of the Committee, the members of the Committee who are present shall, before proceeding to any other business, appoint any of their number (not being an employee of the Academy or a registered student or a person who is not a member of the Governing Board) to be Chair of the meeting.

15. In accordance with Article 126 and 126a of the Academy's Articles of Association, provision is made for Governors to attend meetings remotely where necessary and where statutory guidance allows, via any video conference platform. Meetings conducted remotely are subject to the same procedural regulations as when conducted face to face as set out in Articles 108-123.

ANNEXE A
RESOURCES FOR LEARNING COMMITTEE
Terms of Reference

Core Purpose

The core purpose of the Resources for Learning Committee is to provide oversight and assurance about the standards and effectiveness for managing financial and physical resources at the Chalfonts Community College

Responsibilities

- Finance
- Estates
- Personnel
- Information Technology

Key Accountable Roles

- Chair of Resources for Learning
- Principal
- Director of Finance and Operations
- IT Strategy Governor/s

Relevant Policies

- Human Resources
- Health and Safety
- Charging for Educational Activities
- Financial Procedures
- Fire and Emergency Procedure
- Gifts and Hospitality
- Home College Travel
- ICT
- Pay
- Premises Management

Key Objectives

The Governing Board has delegated the following powers to the Resources for Learning Committee:

1. To monitor The College's financial affairs and to ensure effective appraisal and systematic monitoring to ensure value for money is achieved, supported by suitable reports to the Governing Board;

Specifically:

- To review the financial impact of proposals from EIS (Education, Inclusion and Safeguarding) and SLA (Safe Learning for All) designed to achieve their objectives.
- To ensure finances / resources are closely aligned to increasing levels of progress.
- To ensure the long term financial stability of the college is taken into account when funds are allocated.
- To review available evidence of financial best practice with a view to improving the College's planning and effectiveness.
- To ensure strategic and other plans from Full Governing Board are appropriately funded and to identify any significant difficulties in funding.
- To ensure funds are directed appropriately for long term financial stability for The College
- To ensure The College engages in wider effective planning with other schools in collaboration for excellent practice

2. To review whether the policies related to its area of responsibility are correctly implemented based on reports by the Committee or provided by the Principal or other staff members.
3. To ensure that day to day operations are conducted within the rules of the Manual of Financial Procedures.
4. To propose the draft annual budget to the Governing Board taking account of submissions made by EIS and SLA and any prior requests made by the Governing Board. The final budget should be agreed at or before the final Full Governing Board meeting of the year in the summer term.
5. To monitor actual financial performance against budget ensuring all variances are explained and accounted for.
6. To monitor The College's compliance with all applicable regulations including:
    I. Memorandum & Articles
    II. Funding Agreement /DfE Directives
    III. Bucks Guidance
    IV. Academy Trust Handbook
    V. Academies Accounts Direction
    VI. General Data Protection Regulations (GDPR)
7. To monitor the register of business interests of Governors and key senior staff engaged in considering and awarding contracts and approved supplier status.
8. Projected demographics of pupil numbers for the next 3 year period – NOR
9. To review and approve the Principal's expenses.
10. To ensure the College estates are managed effectively, specifically:
    i. To determine the strategic direction in terms of The College site, buildings and environment

11. i. To establish and maintain an IT Strategy policy which appropriately reflects the College's Information technology needs and its available resources.

ii. To monitor the implementation and ongoing delivery of the policy to ensure satisfactory quality at an affordable cost.

Governance Issues to Demonstrate Assurance

Members of the Resources for Learning Committee should be able to confidently answer any of the following key questions from any person or board, including Ofsted enquires that starts with "How do you know that…."

- the school is in financial balance?
- we are using our money as efficiently as possible?
- we check the affordability of staffing and curriculum changes?
- there are clear lines of delegation for budgets?
- the environment is conducive to high quality learning?
- the school environment is safe?
- the school is accessible for all groups?

Performance Metrics

To be determined by Committee using the RAG ratings as a starting point from the SDP (but these need to be made more transparent). May need additional metrics to monitor some of the key objectives

In addition, for the "key" policies, we will need to determine how the Committee monitors their implementation and effectiveness

ANNEXE B
EDUCATION, INCLUSION AND SAFEGUARDING COMMITTEE
Terms of Reference

Core Purpose

The core purpose of the Education, Inclusion and Safeguarding Committee is to provide oversight, challenge and assurance regarding the quality of education, curriculum provision, safeguarding, inclusion, attendance, behaviour, personal development and outcomes for all students in relation to the School Improvement Plan, National standards, statutory requirements and Department for Education/Ofsted framework. The Committee will monitor the effectiveness of provision and hold leaders to account for ensuring that every student is safe, supported and able to achieve their potential.

Key Accountable Roles

- Chair of Education, Inclusion and Safeguarding Committee
- Principal
- Designated Safeguarding Lead
- Safeguarding Governor
- Inclusion Governor
- Attendance and Behaviour Governor
- Personal Development Governor
- Sixth Form Governor
- Link Governors as required

Relevant policies

Admissions Policy
Electronic Device Policy
Child on Child Abuse Policy
Accessibility Plan
Prevent Policy
Physical Intervention Policy
Child Looked After Child and Previously Looked after Child
Child Sexual Exploitation Policy
Child Protection and Safeguarding Policy *
Child Missing in Education
Promoting British Values Statement
Bereavement Policy
First Aid and Medical Policy
Exams Malpractice Policy
Early Career Framework and Early Careers Teacher Policy
School Uniform and Learning Kit Policy
Suspension and Permanent Exclusion Policy
Substance and Abuse Policy
SEND Policy
RSE and Health Education Policy
Remote Learning Policy
Provider Access Policy
Non-Examination Assessment Policy
Exam Contingency Procedure Policy
Careers and Employability Policy

Educational Trips / Visits Policy
Children with health needs who cannot attend school Policy
Behaviour for Learning Policy
Attendance Policy
Anti-Bullying Policy

Key Objectives

Monitor and evaluate the effectiveness of provision in relation to:

1. **Educational Quality**
   - Curriculum intent and structure
   - Teaching and learning;
   - Student progress and attainment;
   - Intervention strategies;
   - Transition strategies at all key stages
   - Professional development

2. **Inclusion**
   - SEND provision and outcomes;
   - Disadvantaged students and Pupil Premium spending;
   - Vulnerable learners;
   - Looked after and previously looked after children;
   - Alternative provision;
   - Equality, diversity and inclusion;
   - Accessibility and reasonable adjustments.

3. **Safeguarding**
   - Safeguarding arrangements comply with statutory guidance;
   - Safer recruitment procedures;
   - Safeguarding training;
   - Safeguarding audits
   - The effectiveness of how safeguarding concerns are monitored and addressed;
   - Online safety arrangements;
   - Procedures relating to child-on-child abuse, sexual harassment, exploitation, radicalisation and contextual safeguarding remain effective.

4. **Attendance, Behaviour and Student Welfare**
   - Attendance;
   - Behaviour trends;
   - Suspensions;
   - Permanent exclusions;
   - Bullying incidents;
   - Student welfare indicators;
   - Mental health and wellbeing.

5. **Personal Development**
   - PSHE and RSE provision;
   - Careers education;
   - Destinations of post 16 and post 18 students
   - Personal development
   - Enrichment opportunities;
   - Student leadership;

- Citizenship;
- SMSC development;

Governance Assurance Questions

Committee members should be able to answer confidently:

Educational Quality

- How do we know the curriculum meets the needs of all learners?
- How do we know teaching is effective?
- How do we know students are making strong progress?
- How do we know interventions are improving outcomes?

Inclusion

- How do we know SEND provision is effective?
- How do we know disadvantaged students are achieving well?
- How do we know no group of students is disadvantaged by school systems?

Safeguarding

- How do we know students are safe?
- How do we know safeguarding systems are effective?
- How do we know statutory requirements are met?

Attendance and Behaviour

- How do we know attendance strategies are working?
- How do we know behaviour systems are effective?
- How do we know students feel safe and included?

Personal Development

- How do we know students are prepared for their next stage of education, employment or training?
- How do we know students benefit from a broad range of enrichment opportunities?

ANNEXE C
AUDIT AND RISK COMMITTEE
Terms of Reference

The Audit & Risk Committee's remit is to advise the Board and Accounting Officer (the Principal) regarding the adequacy and effectiveness of the Trust's internal controls, risk management, governance and value for money systems and frameworks. The Committee also advises the Board regarding the appointment of auditors and the planned audit approach, as well as considering reports from the internal and external auditors and other bodies and ensuring that actions are taken where required.

Responsibilities

- Internal Audit
- External Audit
- Risk Management
- Governance
- Health and Safety

Membership (employees must not be members of this committee)

- Chair of Audit and Risk Committee (who must not be Chair of Trustees or Chair of RFL)
- Principal (attendee not a member)
- Director of Finance and Operations (attendee not a member)
- A minimum of 2 members of the committee, who must also be Trustees, will count as quorum.

Relevant Policies *

- Anti-Fraud
- Data Protection
- Health and Safety
- Internal scrutiny annual programme of work
- Risk Register
- Whistleblowing

Administration

1. The Audit & Risk Committee will meet at least once per term. The Chair or any two members may call an additional meeting.
2. Administrative support will be provided by the Clerk to the Board.
3. The agenda for meetings will be agreed in advance by the Chair of the Audit & Risk Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.
4. Minutes of meetings will be taken and will be submitted in the next scheduled meeting of the Board, once approved in draft by the Chair of the Audit & Risk Committee.
5. Decisions made at meetings of the Committee shall be determined by a majority of votes of eligible members**+** present and voting. Where there is an equal division of votes the Chair shall have a second or casting vote.
6. The Audit & Risk Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

+ if a member of the Committee withdraws from the meeting due to a conflict (or potential conflict) of interests, the meeting must still be quorate in order for a vote to be conducted

Key Objectives

The Governing Board has delegated the following powers to the Audit and Risk Committee:

1. Advise the Board and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks.
2. Produce an annual report in respect of the above.
3. Advise the Board on the appointment, re-appointment, dismissal and remuneration of the external auditor.
4. Advise the Board on the need for and, where appropriate, the appointment, re-appointment, dismissal and remuneration of an internal auditor or other assurance provider.
5. Advise the Board on an appropriate programme of work to be delivered by independent assurance providers. This programme of work should be to be derived from the Audit & Risk Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board, as detailed in point a above.
6. Ensure that where a full internal audit service is commissioned the service provider complies with the standards set by the Chartered Institute of Internal Auditors. This will mean the internal audit provider must conform to the Public Sector Internal Audit Standards.
7. Review the external auditor's annual planning document and approve the planned audit approach.
8. Receive reports (assignment reports, annual reports, management letters etc) from the external auditor, internal auditor and other bodies (for example the ~~ESFA~~ DfE) and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information or action.
9. Regularly monitor outstanding audit recommendations from whatever source and ensure any delays in respect of agreed implementation dates are reasonable.
10. Establish and monitor KPIs with regard to the performance of the external auditor, internal auditor or other assurance provider.
11. Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
12. Consider any additional services delivered by the external auditor, internal auditor or other assurance provider and ensure appropriate independence is maintained.
13. Ensure appropriate co-operation and co-ordination of the work of the external auditor and internal auditor.
14. Meet with the external auditor and internal auditor or other assurance provider without management present, when required, either at their request or the request of the Committee.
15. Ensure that controls are in place regarding the General Data Protection Regulations (GDPR) and that compliance is monitored across the Trust.
16. To monitor policies in relation to Data Protection, Freedom of Information, Health and Safety, IT and Data Security and Storage, Whistleblowing, Anti-fraud/Anti-Bribery, the Fraud Response Plan and related matters and to agree changes as necessary, having the authority to approve them on behalf of the Board.

Governance Issues to Demonstrate Assurance

Members of the Audit and Risk Committee should be able to confidently answer any of the key questions from any person or board, as identified in Annex F of HM Treasury's publication 'Audit and Risk Committee Handbook' 2016.

ANNEXE D
PAY COMMITTEE
Terms of Reference

Core Purpose

To understand the link between pay and performance to inform progression and consider the recommendations of the Principal regarding salary uplifts following the performance management process.

Responsibilities

- Teaching staff
- Support staff
- Senior leadership team
- Principal

Key Accountable Roles

- Minimum membership of 3 non-staff Governors, to include RFL Chair or their delegate
- Principal
- Business Manager

Associated Policies

- Pay Policy
- School Teachers' Pay and Conditions Document
- Appraisal Policy

Key Objectives

The Governing Board has delegated the following powers to the Pay Review Committee:

1) Salary review to:
    - understand the profile of the school;
    - ensure salaries reflect staff responsibilities and contribution; and
    - understand the scope for progression and impact on budget.

2) Approve pay recommendations and:
    - ensure appraisal policy is applied fairly;
    - ensure recommendations are demonstrably evidence based;
    - ensure recommendations can be justified if challenged;
    - approve evidence-based threshold applications;
    - approve leadership pay; and
    - notify HR of pay recommendations.

3) Ensure that:
    - objectives set are aligned to SDP; and
    - process is robust, open, consistent and fair.

Appeals

The Governing Board will establish an *ad hoc* Teachers' Pay Appeals Committee to hear appeals against any pay decision raised by a member of the teaching staff. The Teachers' Pay Appeals committee will deal with cases in accordance with the pay appeal process set out in the pay policy.

ANNEXE E

STAFF DISCIPLINE/GRIEVANCE COMMITTEE

Terms of Reference

To deal with staff discipline, grievance and competency matters not appropriate to be dealt with by the Principal, in line with the staff conduct and discipline and staff grievance policies.

ANNEXE GF

STUDENT DISCIPLINE COMMITTEE

Terms of Reference

To discharge the functions of the Governing Board set out in the Academy's Behaviour for Learning and Suspension and Permanent Exclusion Policies and DfE Statutory Guidance on Suspension and Permanent Exclusion.

ANNEXE G

HEADTEACHER RECRUITMENT COMMITTEE

Terms of Reference

To follow the recruitment and selection process in order to make a recommendation for a Principal appointment to the Board for approval.

ANNEXE H

HEAD TEACHER APPRAISAL COMMITTEE

Terms of Reference

To discharge the functions of the Governing Board set out in the Academy's Appraisal Policy in relation to the Principal.

ANNEXE I

COMPLAINTS

Terms of Reference

To discharge the functions of the Governing Board set out in the Academy's Complaints Policy.

ANNEXE J

ADMISSIONS

Terms of Reference

To discharge the functions of the Governing Board set out in the Academy's Admissions Policy in relation to admission of students outside of their normal age group.

ANNEXE K

POWERS OF THE GOVERNING BOARD DELEGATED TO THE PRINCIPAL

1. Day to day financial and operational management of the Academy.

2. Appointment and performance management of staff, excluding the Principal.

3. Provision of advice to the Admissions Committee on applications for admission.

4. To deal with discipline and grievance involving employees other than those expressly delegated by the Governing Board to Committees under this Scheme or otherwise.

5. In conjunction with the Senior Leadership Team:

a) to draw up the Academy Improvement Plan for consideration by the Committees and for approval by the Governing Board;

b) to present for approval of the Governing Board the Annual Report of the Academy.