

Yorkshire Endeavour Academy Trust (YEAT): Scheme of Delegation and Reserved Authority

Introduction

This scheme of delegation is the key document defining the lines of responsibility and accountability in our Trust, ensuring that the Members, Trustees, Executive Leaders, Governors and Head Teachers are all clear about their roles and responsibilities.

This scheme of delegation for all decision making in the Trust should not be confused with the written scheme of delegation of financial powers referred to in the [Academies Handbook](#). The Yorkshire Endeavour Academy Trust Board (Trustees) are accountable in law for all major decisions relating to YEAT schools.

This scheme of delegation will:

- Promote a culture of honesty and accountability.
- Ensure that Executive Leaders, Governors and Head Teachers are clear about which decisions remain with the YEAT Board of Trustees.
- Identify specific elements of decision-making that are delegated by the Board of Trustees.

The scheme will be reviewed by Trustees annually and may only be altered or revoked by the Trust Board. Trustees have the absolute discretion to review, amend, and/or terminate the scheme at any time it sees fit. It does not contain details of every decision or responsibility or every aspect that will be delegated.

The content will be supplemented by the Trust's strategic plans, policies and procedures and any direction given, or rules and directions agreed or issued by the Board of Trustees and reference or direction in the [Academies Handbook](#).

If there is uncertainty as to which tier of Governance has responsibility for a particular matter, guidance should be sought from the Chair of the Trust Board or the Company Secretary who is the YEAT governance professional.

Some governing bodies joining a new Trust assume that they will continue to function as they did when they were a governing body of a maintained school. However, even if on joining they are known as the Local Governing Body (LGB), this body will in fact be a committee appointed by the YEAT Board of Trustees and will then be known as School Improvement Board.

Alternative schemes of delegation may be adopted for schools which are performing less than well, or where there are other concerns around leadership and/or governance.

Charitable Objective

The principal object and activity of the charitable company is the operation of Yorkshire Endeavour Academy Trust to provide education for students of different abilities between the ages of 2 & 11.

Vision and Values

Vision

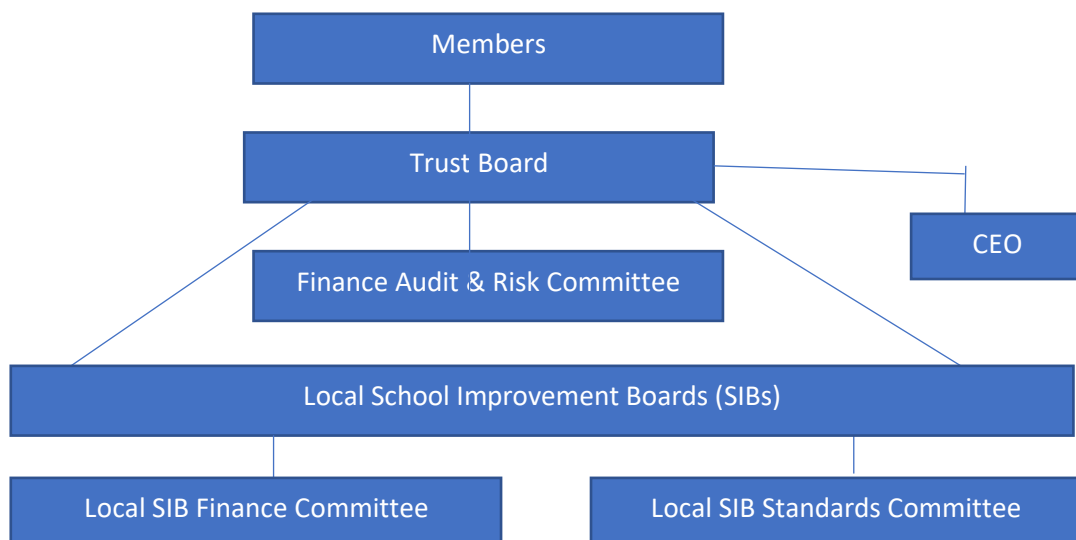
- Ethical action for a world class education
- Nurturing relationships at the heart of our communities
- Brave leadership in a changing landscape

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Values

- Providing world-class education to all children through an ambitious curriculum.
- Encouraging curiosity and a lifelong love of learning.
- Wrapping around our community through an inclusive nurturing approach.
- Taking pride in local heritage whilst preparing our children to be global citizens.
- Collaborating with partners in education and universal services to support each child's unique journey.
- Highlighting and sharing excellent educational practice for the benefit of all.
- Growing and developing people in all roles to be their very best.

Governance Structure



Code of Conduct

All those involved with governance shall adhere to the Trusts Governance code of conduct; This document will be reviewed and signed by individual members annually. Any breaches of the code will be fully investigated by the Trust Board.

The Role of Members

The Members of YEAT are guardians of the governance of the Trust, and as such have a different status to Trustees. The Articles of Association describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the YEAT Board of Trustees.

The Members appoint Trustees to ensure that the Trust's charitable objective is carried out and so must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the YEAT Board of Trustees submits an annual report on the performance of the Trust to the Members.

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Members are also responsible for approving any amendments made to the Trust's Articles of Association.

Yorkshire Endeavour Academy Trust has provision for five Members, and while members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the Members and the Board of Trustees, and in line with DfE expectations, Yorkshire Endeavour Academy Trust does not allow Members to be Trustees. Members are not permitted to be Trust employees.

The Role of the Board of Trustees

The Yorkshire Endeavour Academy Trust is a charitable company, Trustees are both Charity Directors (Trustees) (within the terms of section 177(1) of the Charities Act 2011) and Company Directors (Trustees). Directors (Trustees) are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. From this point on in this document Directors will be referred to only as Trustees.

The Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Articles of Association and its Funding Agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements.

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

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the Trust's schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the Trust and make sure its money is well spent

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

From 1st March 2022 any newly appointed senior executive leader can only be a Trustee if Members decide to appoint them as such.

In order to retain clear lines of accountability, no employees (except the senior executive leader) are permitted to serve as Trustees, nor for Trustees to occupy establishment roles on an unpaid voluntary basis – this does not prevent Trustees from carrying out internal scrutiny.

The Role of Board Committees

The Board of Trustees are supported by the Finance Audit and Risk Committee– to carry out some of its governance functions which will include making decisions, although any decisions made will be deemed decisions of the Trust Board.

Trustees make up the membership of these committees, with advice and input from the Executive Team which includes the Chief Executive, Chief Financial Officer, Governance Professional – Project leads and Headteachers will also attend at the invitation of the chair.

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In addition, the Trustees have established local committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Board of Trustees.

These committees to be known as School Improvement Boards for each school; and may also establish any other committees as appropriate

The constitution of each committee is outlined in Terms of Reference for that Committee.

The membership and proceedings of any committee shall be determined by the Trustees.

The establishment, terms of reference, constitution, and membership of any committee of the Board of Trustees shall be reviewed at least every twelve months.

The membership of any committee of the Trust Board may include persons who are not Trustees, provided that (with the exception of School Improvement Boards) a majority of members of any such committee shall be Trustees.

Except in the case of School Improvement Boards, no vote on any matter shall be taken at a meeting of a committee of the Trustees unless the majority of members of the committee present are Trustees.

The Trustees shall ensure that any School Improvement Board shall include at least two Parent places.

It is usual for the School Improvement Board to appoint their committee chairs and members according to their skills.

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools. The CEO performance manages, and is the direct line manager, of the Head Teachers of YEAT schools. As there is the delegation of some governance functions to School Improvement Boards, it is usual for the CEO to seek input from the External Educational professional and the Chair of the School Improvement Board when undertaking the Head Teacher's Appraisal review.

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

The CEO leads the executive management team of the academy Trust. The CEO will delegate executive management functions to the executive management team and is accountable to the YEAT Board of Trustees for the performance management of the executive management team.

The Role of School Improvement Boards (SIBs)

School Improvement Boards Previously known as Local Governing Boards (LGBs) play a valuable role, they provide local intelligence and have a unique and vital perspective, they are the representatives of the Trust in our school communities

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As outlined above, the Trustees establish School Improvement Boards to carry out some of its school-level governance functions, with decision making more limited in comparison with the governing bodies of maintained schools, due to reserved board responsibilities as defined in the decision-making grid of this scheme of delegation.

The Trustees delegate the following areas of scrutiny to the School Improvement Boards to take responsibility for supporting the Academy school and its leadership and management team in improving the:

- Supporting the CEO monitoring the effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Financial effectiveness and budget monitoring
- Behaviour, welfare and attendance
- SEN, disadvantaged children, Looked after Children, Pupil Premium
- Health and Safety Monitoring
- Safeguarding
- Outcomes for children and learners
- Community engagement

Each School Improvement Board will appoint the Chair and ensure that parent elections take place for the two parent places on the committee these are ring fenced for parents.

Members of the School Improvement Board shall be known as governors.

The Trustees have the right to appoint such persons to the School Improvement Board as they shall determine from time to time. Subject to this, each School Improvement Board has an agreed constitution of governors outlined below.

Each School Improvement Board is representative of the community it serves and is made up of a minimum of 7 and maximum of 12 members, it is important for boards to have a balance of membership.

- Headteacher
- 1 Staff Governor*
- 3 Co-Opted Governors
- 2 Parent Governors *

Where boards have a responsibility for more than one School, they may:

- Choose to increase the number of staff Governors – Boards will ensure that when voting staff will not make up more than 25% of those in attendance eligible to vote.
- Chose to have a parent Governor elected from each individual school community (nominations and elections will be school specific).

School Improvement Boards may at times appoint Associate Governors, these appointments are for a finite period of time, with a clear purpose of supporting the board during the development or

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delivery of a specific project or programme. Associate members do not have voting rights, and do not count when considering quorate numbers.

Each School Improvement Board will have a named linked Trustee to support communication, the Trustee may also attend Local Board meetings from time to time.

Further information on the role of governors can be found in the Standing Orders document

The Role of the Head Teacher

The Head Teacher is responsible for the strategic direction, quality of education and day to day management of the school. The Head Teacher is line managed by the Chief Executive Officer but reports to the School Improvement Board on matters which have been delegated to it.

Further Information

<https://www.gov.uk/guidance/academy-trust-handbook/academy-trust-handbook-2022>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924673/Academies_governance_role_descriptors.pdf

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