



University of Chichester Academy Trust

Scheme of Delegation

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Change History	
Date	Description
Summer 2025	New format

The Scheme of Delegation is a systematic way of ensuring Members, Trustees, Committees, Local Governing Bodies (LGBs), Executive Team and Headteachers are clear about who has responsibility for making which decisions in the Trust.

The aims of the scheme of delegation are:

- Ensure clarity of roles, responsibilities and lines of accountability in governance, in an organisation with multi-layered governance
- Provide a framework of accountability that is easily understood
- Creating a framework for setting priorities, creating accountability, monitoring progress and realising the organisation's vision.

The purpose of a scheme of delegation is to clarify accountability and responsibility for everyone in the Trust. It covers all key areas that require decision-making and provides clarity on:

- Who is accountable for decision making
- Who is responsible for decision making
- Who should be consulted when decisions are made

Clarity about lines of accountability, roles and responsibilities is an essential part of effective governance. The scheme also helps provide a strategic overview of the role of governors and how to hold to account. If someone is accountable for something they may delegate the associated tasks related to the outcome to a responsible person. This separation between accountability and responsibility requires systems to be put in place in order to monitor, and receive feedback about, the completion of delegated tasks.

A scheme of delegation makes it clear to all those involved who is accountable, and who is responsible. In a multi academy trust (MAT), the Trust Board is responsible for drawing up and agreeing the scheme of delegation and all those involved in governance are responsible for carrying out their corresponding roles in accordance with it. The Board of Trustees value any comments on or suggestion of additions to this scheme of delegation from any members of the Trust community at any time.

The Scheme will be published on the Trust's website in compliance with the Academy Trust Handbook.

The Scheme is complementary to the following documents:

- Master Funding agreement
- Articles of Association
- Department of Education (DfE) – Academy Trust Handbook
- DfE – Academy trust governance guide

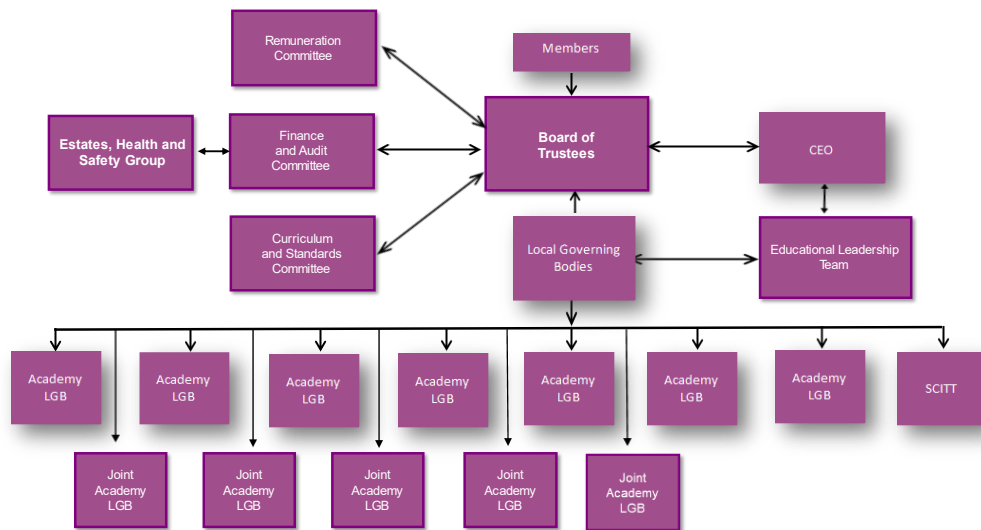
Trust Structure

The Trust Board provides centralised governance to all schools and the Portsmouth Primary School Centred Initial Teacher Training (SCITT), and has been supported by the development of sub-committees at school level known as Local Governing Bodies (LGBs). The structure of governance across the Trust is subject to review as the Trust continues to develop.

Any serious strategic concerns about governance should be raised with the Trust board through the Trust Governance and Compliance Manager.

The University of Chichester Academy Trust governance structure is illustrated below:

Governance Structure - University of Chichester Academy Trust 2025



Roles and responsibilities

Members

Members are essential to the integrity of an academy trust governance structure. Members are the guardians of the governance of the Trust, ensuring the aims and objectives of the Trust are fulfilled. Members agree the Trust's Articles of Association, appoint Trustees and external auditors, determine the name of the trust and have the responsibility (in conjunction with the DfE) to dissolve the trust. Members attend an annual general meeting every year where they receive information about governance and the annual report and accounts.

To ensure there is clear separation between the layers of governance, there are a majority of members who are not trustees.

The Trust Board

Trustees have overall responsibility and is the ultimate decision-making authority for all the work of the academy trust, including the establishing and running of academies. This is largely exercised through strategic planning and setting of policy. Trustees must comply with a range of duties under charity, company, employment and education law.

The Trust Board provides:

- strategic leadership of the academy trust - the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining the governance functions are delegated to the local tier
- accountability and assurance - the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained
- engagement - the board has strategic oversight of relationships with stakeholders. The board involves, through the Local Governing Bodies (LGBs), parents, schools and communities so that decision-making is supported by meaningful engagement.

The board also has:

- strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements across the academy trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained. To report any concerns about safeguarding or SEND, please consult the relevant academy policies
- a role in making sure that it delivers its commitment to other schools and academies, however it is done.

The Trust Board have the power to delegate duties and functions to committees, executive leaders, or individual trustees.

Trustees have a broad range of skills and experience and include the Vice Chancellor of the University of Chichester, the Trust's CEO and a headteacher representative.

Committees

Trustees have delegated specific relevant governance functions to the following committees:

- Standards and Curriculum - This committee's function is to support the Trust Board, CEO and relevant members of the Executive Team in their responsibilities for the educational performance of the Trust and its pupils in the context of the Trust's strategy
- Finance and Audit - This committee is responsible for financial oversight and scrutiny, ensuring that the Trust complies with its policies and procedures with a focus on financial planning, risks, reporting, and monitoring. It assists the Board in fulfilling its statutory responsibilities as laid out in the Master Funding Agreement, the Academies Trust Handbook and Articles of Association
- Remuneration – This committee's function is to provide rigour and accountability of the Trust's leadership remuneration for the assurance of the Board and for public record.

Trustees sit on these committees. The relevant terms of reference detail the operation of these committees and the scheme of delegation describes their specific responsibilities.

A more detailed explanation of the duties of these committees is provided in the matrix below.

Local Governing Bodies (LGB)

LGBs provide:

- strategic input into individual school plans, monitor alignment of school processes and reporting with overall strategy and policies, consider pupil progress and achievement, and embed the Trust's and school's ethos and values
- localised challenge and support to headteachers. They have final approval of school-based policies
- leadership on local stakeholder engagement (staff, parents, community).

LGBs are committees of the Trust Board.

To maintain an appropriate level of separation between the governance tiers, Trustees do not sit on LGBs. The LGB terms of reference and LGB handbook detail the operation and duties of LGBs. The governance structure is constantly under review as the Trust grows and evolves. Some LGBs have responsibility for one school, some for two where there are opportunities to work strategically together.

LGBs have no legal liability.

Governors bring a broad range of skills and experience and each LGB includes parental representation.

Detailed procedures for the operation of LGBs are provided in the LGB handbook and a more comprehensive explanation of the duties delegated to the LGBs is provided in the Scheme of delegation matrix.

School-centred Initial Teacher Training (SCITT) Committee

The SCITT Committee oversees the strategic direction and quality assurance of the Portsmouth Primary ITT programs ensuring they align with national standards. The Committee is responsible for monitoring compliance with regulatory requirements, evaluating the effectiveness of training initiatives, and making recommendations for improvements.

Detailed procedures for the operation of the SCITT Committee are provided in the relevant terms of reference, and a more comprehensive explanation of the duties delegated is provided in the Scheme of delegation matrix.

Chief Executive Officer (CEO) and the Executive Team

The Trust Board has delegated day to day operational management of the Trust to the CEO. The CEO has responsibility for the leadership and management of the central Executive Team and academy headteachers. The CEO reports to the Trust Board and its committees. The CEO is also the Accounting Officer.

The Executive Team provides support to the schools. They are responsible for working with schools to deliver educational and operational outcomes. The Trust Board discharges the operational provision of all support and training systems for schools to the Executive Team.

Headteachers and Heads of Academy

Headteachers have day to day operational responsibility for the management of the Trust's schools. Headteachers share information with the LGBs about how the school operates and to enable monitoring and scrutiny of key policies and improvement plans. They also liaise closely, and share information with, the Executive Team.

The Trust strongly supports all those involved in governance to receive suitable training in order to carry out their roles confidently and appropriately.

Scheme of delegation matrix (A - approve; R - responsible/recommend; C - consult)

Task	Members	Sponsor	Trust board	Curriculum and Standards Committee	Finance and Audit Committee	CEO / Executive team	CFO	Lead governance professional	Local governing body (LGB)	SCITT Committee	Headteachers, Heads of Academy, SLT and SCITT Director	Notes:
1. Trust governance												
1.1 Appoint/remove members	A,R		A,R									Articles of Association (AofA)15a+b
1.2 Appoint/remove trustees	A,R	A,R	A,R									AofA 46a,b,c,d
1.3 Elect chair and vice chair of trustees annually		R	A									AofA 82-82a
1.4 Appoint/ remove board committee chairs annually and remove when necessary			A,R									F&A, Curriculum and Standards and Remuneration committees
1.5 Determine powers of chair of trustees in urgent situations			A					R				Terms of reference
1.5 Set expectations for trustee conduct			A					R				
1.6 Establish and review trust governance structure			A	C	C	C		R	C	C	C	AofA101
1.7 Agree named safeguarding trustee			A,R						A,R			
1.8 Agree named trustee for special educational needs and disabilities (SEND)			A	R							C	Needed for LGB and Trust Board
1.9 Appoint/remove LGB Chairs			A					R	C		C	HT, Chair and Clerk involved in appointment process
1.10 Appoint/remove LGB governors			A					R	C		C	HT, Chair and Clerk involved in appointment process
1.11 Agree named careers trustee <i>(required in secondary schools)</i>			A/R									Required for Oakmoor
1.12 Appoint trust governance professional			A			R						AofA 81
1.13 Undertake trust governance professional appraisal annually						A,R						
1.14 Articles of association: review			A					R	C	C		
1.15 Articles of association: ratify changes	A		R					R				Trust professional (GP) to process, Board to agree and present to members
1.16 Agree scheme of delegation and complete annual review			A	C	C			R	C	C		
1.17 Agree committee terms of reference (including local governing bodies) and complete annual review			A	C	C			R	C	C		
1.18 Agree role description for link governor/trustee areas			A					R	C			
1.19 Agree trust board and committee meeting dates and agendas			A			C		R				
1.20 Commission external review of trust board effectiveness every three years			A					R				Due 2027
1.21 Complete two yearly internal trust board self-evaluation			A					R	R	R		Needs implementing. Large exercise 4 yearly, smaller exercise 2 yearly
1.22 Publish governance arrangements on trust and academy websites			A					R	A		R	HTs to do for LGBs, GP for Board; no requirements for SCITT websites

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1.23	Ensure trust website is compliant and effective			A			R	R	R				Joint responsibility to ensure website is compliant with all legislation and guidance
1.24	Ensure academy websites are compliant and effective								A			R	No requirements for SCITT websites
1.25	Maintain compliance on GIAS and Companies House			A					R	R			Clerks to maintain GIAS for LGB, GP for Trust Board
1.26	Submit annual report on the performance of the trust to members			A			R	R					Exec Team to organise, Board accountable for presentation
1.27	Maintain register of interests			A					R	R	R		Clerks to maintain for LGBs, GP for Trust
1.28	Maintain a trustee/governor expenses policy			A				R					
1.29	Ensure all statutory policies are in place and updated as required			A	A	A	A,R	A,R	A	A	A	A, R	Dependant on policy - refer to policy review schedule and terms of reference. SS to have oversight
1.30	Agree LGB clerking arrangements						A		R	C		C	
1.31	Appoint and dismiss local clerks						A		R	C		C	
1.32	Agree LGB meeting dates and agendas, ensuring trust-wide consistency								A	R		R	Clerks, HT and Chairs to set LGB dates and forward them to GP
1.33	Set clear expectations on monitoring and visits to schools								A	R		C	Protocol and expectations being written. GP to lead centrally, Chairs to lead locally
1.34	Ensure board reporting channels are working well			A			R		R	R	R	C	GP to provide guidance, Exec and LGB responsible for communication between tiers. Evaluated annually
1.35	Uphold the constitution of the LGB as detailed in the Terms of Reference, assigning named governors to designated roles								A	R		C	
2. Vision and strategy													
2.1	Determine and review trust's vision, strategy, ethos/culture and key priorities			A, R			R			C	C	C	Shared responsibility between Exec and Board
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities			A			R			R	R	R	Stakeholder engagement delegated to LGBs and HTs
2.3	Apply trust vision and strategy to individual academies/SCITT						A			R	R	R	
2.4	Agree trust growth plans			A			R						
2.5	Determine trust-wide policies			A			R					C	Consultation depends on policy - refer to the policy review schedule
2.6	Determine academy/SCITT level policies									A	A	R	As detailed in policy review schedule
3. Finance													
3.1	Appoint and performance manage chief financial officer (CFO)						A,R						Remuneration committee
3.2	Produce Trust's financial manual to further expand on processes relating to delegated financial powers					A		R					
3.3	Action recommendations arising from audits					A		R					
3.4	Produce annual report and accounts	A		A		C		R					

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3.5	Submit required financial reports and returns incl. for SCITT			A		C		R					
3.6	Agree budget plan to support delivery of trust strategic priorities			A		C		R					
3.7	Agree budget plan to support delivery of academy/SCITT strategic priorities					A		R		C		C	LGB to be made aware of budget situation.
3.8	Monitor trust budget					A		R					
3.9	Approve long term financial plans			A		C		R					
3.10	Develop and submit three-year budget forecast					A		R					
3.11	Carry out benchmarking and trust wide value for money evaluation					A		R					
3.12	Agree reporting and monitoring arrangements for trust and academy/SCITT budgets					A		R				R	
3.13	Prepare management accounts every month setting out the trusts financial performance and position			A		C		R					NGA recommendation to be with Chair every month, reported at all Trust board meetings
3.14	Approve expenditure/contracts above a specified threshold			A		R		R					Financial limits to be set and included in Procurement policy
3.15	Maintain a system of internal financial management and controls including safeguards against fraud					A		R				R	SCITT financial handbook but applicable to academies. Central team and HT responsible
3.16	Ensure DfE money is used for intended purposes					A		R					SCITT financial handbook but applicable to academies. Central team and HT responsible. SCITT does not receive DfE money
3.17	Maintain a complete set of financial records with audit trails					A		R				R	SCITT financial handbook but applicable to academies. Central team and HT responsible
4. Operations													
4.1	Appoint and remove external auditors	A		C		A, R		R					Exec team to write policy, Finance and Audit to scrutinise and present to Board; Board to present to Members
4.2	Receive external auditor's report	A		C		A, R	R	R					
4.3	Ensure Academy Trust Handbook (ATH) requirements relating to the review of the external auditor's plans, findings and effectiveness are adhered to					A	R	R					
4.4	Action recommendations arising from internal audits					A		R					
4.5	Agree and deliver a programme of internal scrutiny ensuring the effective use of external third-parties to support the trust					A		R					
4.6	Agree risk management policy			A		C	R						Exec team to write policy, Finance and Audit to present to Board

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4.7	Oversee the risk register and undertake a full review at least annually			A	R	R	R			A	A	R	Finance and Audit and Curriculum and Standards to review three times per year; and present to Board annually; HT and LGBs to oversee school and SCITT specific risks
4.9	Manage and report on risk mitigation strategies			A			R			A	A	R	HTs to report to LGBs re local risks; Exec team to report about Trust wide risks
4.10	Maintain trust critical incident plan			A			R			A	A	R	Local oversight with LGBs; Board to have strategic oversight
4.11	Monitor implementation of, and compliance with, health and safety policy and procedures at academy level						A			A		R	Local oversight with LGBs; Exec team to have strategic oversight
4.12	Agree premises management documents, including estate vision, estate strategy and asset management plan					A	R	R				C	EHSG
4.13	Monitor academy estates to ensure they are safe and well-maintained					A	R			A	A	R	EHSG
4.14	Ensure that there is suitable expert support on health and safety						A, R						EHSG
4.15	Secure suitable insurance (commercial and/or the risk protection arrangement (RPA)) for the trust					A	R						
4.16	Develop a cyber security framework					A	R	R					
4.17	Agree on proportionate controls that address the risks of fraud, irregularity and theft through relevant policies and processes					A	R	R					
4.18	Ensure there is adequate company secretarial support						A		R				
4.19	Appoint a data protection officer (DPO) and review compliance with data protection and GDPR legislation			A			R						
4.20	Complete and maintain Single Central Record (SCR)			A			R			A		R	HTs to do for academies, Central HR fo Central Team; not a statutory requirement for SCITT
4.21	Receive routine reports on the status of the SCR			A	A		R			A		R	LGBs for academies; C&S for Trust. SG governor to check SCR termly; Governors to check SCR termly - SCR checked every half term
4.22	Receive and monitor academy's annual safeguarding audit and report. Areas of weakness to be reported to the Executive.				A		R			R			Portsmouth and West Sussex schools use PCC tool; Hampshire school use HCC tool. Template report available. Not required for SCITT.
4.23	Ensure the SCITT complies with all relevant legislation			A							A	R	SCITT only; SCITT board to confirm to Trust annually

[illegible]

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6.1	Approve trust-wide curriculum statement and expectations				A		R			C		R	
6.2	Ensure a suitable SCITT curriculum is in place.				A						A	R	SCITT only
6.3	Ensure leaders when developing pedagogy and the curriculum reflect the ambitions and richness of the local community						A			A		R	LGBs for academies; Exec team for strategic oversight
6.4	Ensure provision of religious education						A			A		R	LGBs for academies; Exec team for strategic oversight
6.5	Ensure delivery of collective worship						A			A		R	LGBs for academies; Exec team for strategic oversight
6.6	Ensure compliance with SMSC requirements including the promotion of British values						A			A		R	
6.7	Deliver provision of statutory careers education (secondary)				A		R			A		R	Oakmoor LGB, annual report to C&S committee
6.8	Monitor the inclusiveness of the curriculum				A		R			A		R	LGBs for academies; Board for strategic oversight
6.9	Challenge academy leaders to make explicit the impact of the curriculum and provision on meeting the identified needs of pupils with SEND, disadvantaged and where English is an additional language.				A		R			R			LGB to hold to account for their schools
6.10	Deliver Early Years Foundation Stage and national curriculum in line with statutory requirements				A		A			A		R	
7. Pupils and learning support													
7.1	Ensure high standards of teaching and learning						A			A	A	R	LGBs for individual academies; Exec Team for strategic oversight
7.2	Set targets for pupil outcomes across trust and monitor in-year data termly						A			A		R	HT and LAI to set targets; LGBs to monitor individual academies; Exec Team for strategic oversight
7.3	Conduct and regularly review the school self-evaluation and school profile form									A		R	Does the central team have/need an overview of SEFs?
7.4	Agree and monitor implementation of annual academy improvement against agreed key performance indicators and strategic objectives.						A,R			A,R		R	Joint responsibility to monitor school improvement.
7.5	Ensure consistency across all academies on the Journey to Excellence plans				A		R						
7.6	Agree and monitor implementation of annual SCITT improvement against agreed key performance indicators and strategic objectives.						A				A	R	LGB for SCITT; C&S for strategic oversight across Trust
7.7	Monitor academic standards for all groups of pupils, benching marking with relevant national data				A		R			A		R	LGBs for individual academies; C&S for strategic oversight across Trust
7.8	Monitor attendance and persistent absence of pupils				A		R			A		R	LGBs for individual academies; C&S for strategic oversight

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7.9	Determine use and monitor impact of pupil premium				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.10	Determine use and monitor impact of sports premium				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.11	Set the dates of school terms and holidays						A, R			C	C	C	Dates set until 2028/2029 academic year
7.12	Set the times of school sessions						A, R			C	C	C	
7.13	Ensure effective and compliant academy and trust-wide SEND provision				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.14	Regularly monitor compliance with SEN code of practice				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.15	Monitor progress and attainment for all vulnerable children				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.16	Monitor support for looked after and previously looked after children				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.17	Monitor pupil behaviour data across different pupil groups				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.18	Review headteacher decision to suspend/exclude pupils						C		A, R	R			
7.19	Monitor rates of suspension and exclusion across the trust				A		R						
7.20	Ensure school food standards are met for pupils				A		A			A		R	LGBs for individual academies; Exec Team for strategic oversight
7.21	Ensure free school meal provision is adequately implemented						A			A		R	LGBs to have strategic view for individual academies; Exec Team for strategic oversight
7.22	Ensure the provision of universal infant free school meals						A					R	
7.23	Deliver inclusive extra-curricular activities									A		R	
7.24	Monitor children's wellbeing and how this is actively supported				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.25	Monitor provision and outcomes for EAL pupils				A		R			A		R	LGBs for individual academies; C&S for strategic oversight
7.26	Monitor, evaluate, ensure moderation and other quality assurance of SCITT provision				A		R				A	R	SCITT only
7.27	SCITT risk committee to consider unsatisfactory Spring Term Appraisal								C		A,R		SCITT only
7.28	Handling SCITT trainee misconduct allegations										A	R	
7.29	Making recommendations to the DfE for award of QTS											A, R	
8. Parents and community													
8.1	Appoint parent governors								A	R		R	
8.2	Implement admissions appeal process								C			A,R	Local Authority (LA) support depends on LA
8.3	Review complaints at panel stage								A,R				In line with policy

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8.4	Monitor all complaints raised (including through external agencies e.g. LA, ESFA and Ofsted) across the trust			A			A		R				
8.5	Strengthen and maintain strong links with the local community and parents/carers to share local insights with Academy to inform approaches to meeting needs and shaping the curriculum						A,R			A,R	A,R	A,R	All to do and be accountable for this