

Connect  
Alliance  
Trust

Excellence - Collaboration - Respect

**Scheme of Delegation  
V1.1 – September 2025**

RESPONSIBILITY FOR REVIEW: CONNECT ALLIANCE TRUST BOARD

DATE OF APPROVAL: 23<sup>rd</sup> September 2025

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## **Version Control Table**

Version	Date	Author	Rationale/Summary of changes	Ratified Date
V1.0	01/09/2025	Executive Team	New document (changes made to school governing board section after trust meeting to reflect Trustee role on SGB)	23.09.25
V1.1	23/09/2025	Executive Team	Minor adjustments to correct wording and numbering	

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# 1 Introduction

Connect Alliance Trust's mission is to deliver an exceptional and transformative educational experience that motivates all our learners to reach their personal best and contribute positively to society. We are dedicated to fostering a safe, inclusive, and thriving environment that promotes respect, integrity and lifelong learning for all, regardless of background. Through a commitment to academic excellence, creativity, well-being and leadership, we inspire our pupils and staff to grow, lead and make a meaningful impact in their communities.

We are committed to empowering every child and adult in our Trust to cultivate their talents, realise their achievements and reach their personal best. Our vision is to foster a love for learning that leads to success in life, equipping individuals with the knowledge, skills and understanding needed to live happy and successful lives. We believe in education's transformational power and aim to create a safe, inclusive and thriving environment.

Our goals are to:

- **Develop Good Citizens**  
We nurture responsible, aware individuals who respect others and are dedicated to contributing positively to society.
- **Ignite Learning and Promote Excellent Teaching**  
We commit to providing a rich, engaging curriculum that allows all learners to thrive and achieve strong progress regardless of background.
- **Grow Exceptional Leaders**  
Through strategic leadership development, we aim to cultivate strong leaders at all levels within our Trust.
- **Focus on Performance and Development**  
We strive for excellence in professional learning, inspiring continuous improvement, and growth.
- **Provide Public Value**  
By growing a collaborative network of schools, we raise aspirations, inspire excellence, and create more opportunities for pupils and staff.

Our values are:

- **Academic Excellence**  
Every child, regardless of background or individual needs, should have the opportunity to achieve their full potential.
- **Empowering learning**  
We cultivate personal and social skills, supporting children as self-managers, resourceful thinkers, independent enquirers, team players, reflective learners and effective participants.
- **Respect and Inclusivity**  
Aligned with a Rights-Respecting curriculum, we uphold the values of respect, dignity, honesty and non-discrimination. We embrace all faiths and non-faith perspectives, with a commitment to serving our communities.
- **Physical and Mental Well-being**  
By promoting mental and physical health, we encourage habits that support lifetime wellness. Our curriculum prioritises mental resilience, happiness and a positive mind-set.
- **Creativity and the Arts**  
We support self-awareness, imagination and emotional development through creativity and the arts, encouraging pupils to engage with and express complex emotions.
- **Global Citizenship and Community Service**  
Our pupils are taught to appreciate their roles within a global context, fostering an

awareness of their potential positive impact. Sustainability and community service are central to our values.

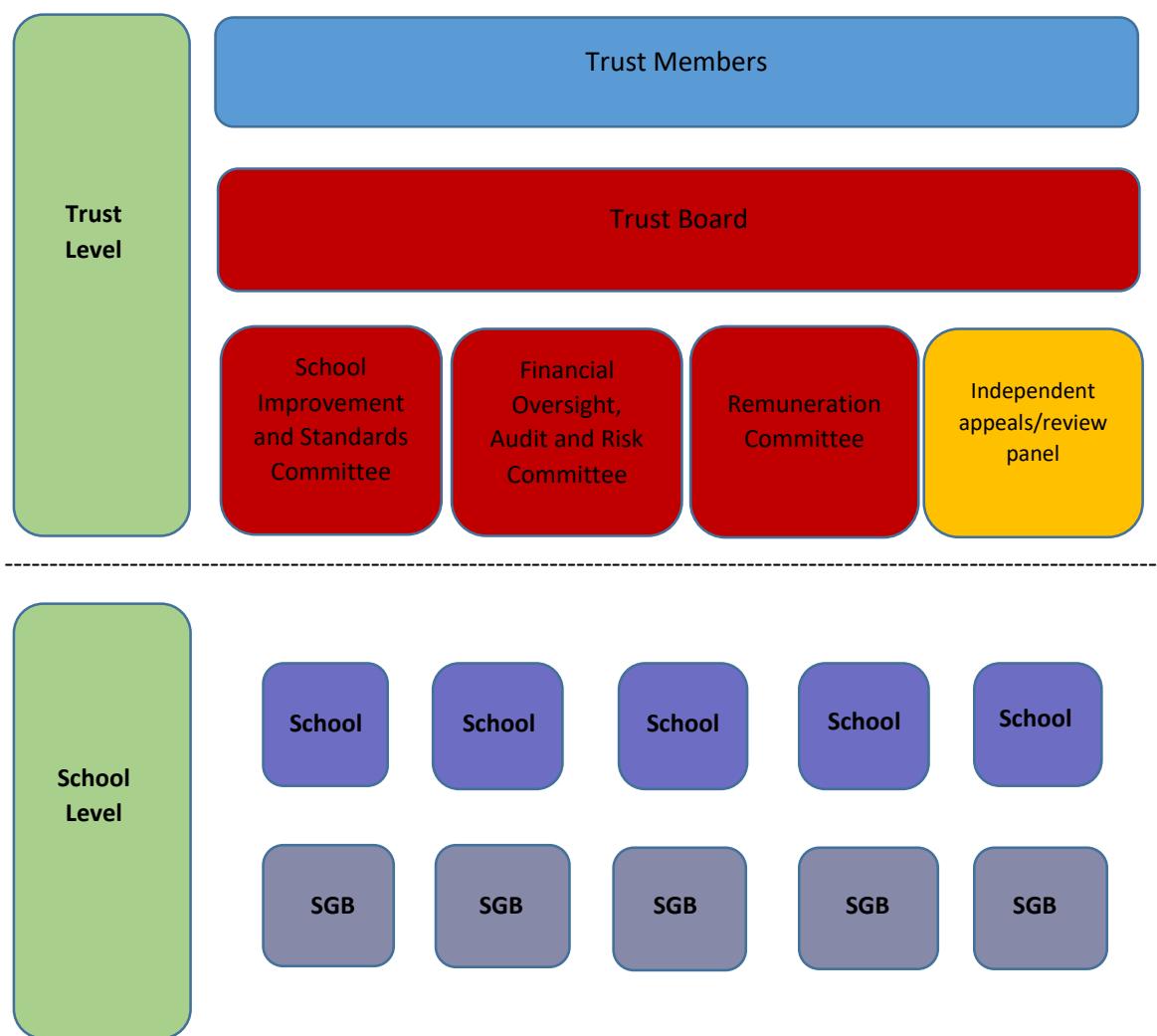
Connect Alliance Trust's model of governance is designed to:

- recognise the overall accountability of the Trust Board;
- ensure Headteachers/Head of Schools are held accountable by being line managed by the CEO/Executive Headteacher or the Director of Education;
- Support and challenge the Local Governing Bodies.

The law places accountability for the educational outcomes and financial diligence of the Trust firmly with the Trustees and the CEO/Executive Headteacher as Accounting Officer. Much of this responsibility is located at Trust Board level.

However, effective governance is best delivered as close as possible to the point of impact of decisions. For this reason, we have developed a governance structure that works closely with the School Governing Boards (SGBs) and delegates some accountabilities to the School Governing Boards (SGBs).

The Governance Structure of the Connect Alliance Trust is as below:



## 2 Roles and Responsibilities

### 2.1 The Members

- The Members of the Trust are guardians of the governance of the Trust.
- Members are not permitted to be employees of the Multi Academy Trust (MAT).
- There must be at least three Members, preferably five, in line with preference of DfE and Academy Trust Handbook
- They will have been the signatories to the Memorandum of Association and will have agreed the Trust's first Articles of Association (the legal document which outlines the governance structure and how the Trust will operate).
- The Articles of Association will 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.
- Members may appoint by ordinary resolution up to 10 Trustees.
- Members are permitted to be appointed as Trustees but to retain a degree of separation of powers between the Members and the Trust Board, only one Member should be a Trustee.
- Providing that the Chief Executive Officer agrees so to act, the Members may by ordinary resolution appoint the Chief Executive Officer as a Trustee.

### 2.2 The Trustees

- The Board will ensure proper and effective use of public funds, quality provision and effective strategy to fulfil its vision and objectives
- Trustees will appoint the Trust's CEO/accounting officer
- They will hold the CEO to account for the performance of the Trust and its Schools
- We aim to have a minimum of 7 Trustees. The majority of trustees will be appointed by Members.
- Trustees may be co-opted
- The Board will also establish committees such as Financial Oversight, Audit & Risk and School Improvement and Standards
- Trustees will be appointed on their knowledge, skills and experience in relation to:
  - governing experience

- strategy and risk management
- school funding and budgets
- the curriculum
- stakeholder engagement
- board business and relationships
- legal responsibilities
- diversity and inclusion

### **Trustees will support SGB's by**

- Setting a clear strategic vision for the Trust as a whole which allows each SGB to achieve its own aims and objectives within that vision
- Ensuring systems are in place to allow for the timely scrutiny of good data and information in order for the SGB to challenge and support the individual School's SLT
- Determining a scheme of delegation which makes clear the powers and limits of SGB's
- Ensuring all school governors have access to appropriate training
- Working directly with the SGB as required

## **2.3 Trust Board Sub-Committees**

### **2.3.1 Financial Oversight, Audit and Risk Committee**

- The Trust Finance and Audit Committee is responsible for determining the financial provision and ensuring the effective delegation of funding across the Trust. The committee regularly monitors and reviews national and local policy, expenditure and compliance with the Trust's strategic plan and the ESFA's/DfE's expectations and the requirements of the Academy Trust Handbook
- The committee reviews and approves accounts and associated policy and monitors associated risk at Trust and Academy level. It also delivers objective and independent assurances for the Trust
- The committee consists of a minimum of 3 Trustees with the necessary skills and experience to fulfil its functions. Therefore membership will ensure suitable expertise in areas of finance, audit, health and safety and risk.
- The Board may co-opt members to the committee who are not Trustees should they deem it appropriate
- Senior members of schools staff (e.g. Headteacher, Finance Manager) may be invited to meetings as required
- Auditors have the right to attend and will have the right to meet members without members of the executive present
- The committee shall not be chaired by the Chair of Trustees
- The committee meets at least 4 times per year
- Senior members of trust and school staff may be invited to meetings as required  
The objective of the committee is to assist the board in meeting its responsibilities in:
  - Monitoring financial performance and forecasts
  - Ensuring the adequacy and effectiveness of the financial reporting
  - The value for money of resources

- Capital projects
- Risk management
- Internal and external auditing

### **2.3.2 School Improvement and Standards Committee**

- The School Improvement and Standards committee is responsible for scrutiny of the impact of Trust strategies on standards of performance across each and all of its schools
- The committee regularly monitors and reviews outcomes for all year groups and key cohorts in terms of their academic and pastoral performance and the impact of specific strategies on their improvement
- The committee will evaluate the use of assessment by Schools, identifying areas for attention and supporting plans for action related to performance
- The committee consists of a minimum of 3 Trustees with the necessary experience and suitable expertise in areas of school improvement data analysis, curriculum, safeguarding, SEND & inclusion, attendance & behaviour, and the performance of key cohorts.
- The Board may co-opt members to the committee who are not Trustees should they deem it appropriate
- The committee meets at least 3 times per year
- The CEO will attend but is not a member of the committee
- Senior members of trust and school staff may be invited to meetings as required
 

The objective of the committee is to support the strategic role of the board by scrutinising in-depth the standards achieved by each school and then to report its observations succinctly to the main board.

### **2.3.3 Remuneration Committee**

- The objective of the committee is to assist the board in recruiting, appointing and setting the remuneration of the CEO and the Executive Team of the Trust. Hold oversight of the pay and terms and conditions of service of all employees in the Trust and review and recommend to the Board any significant changes to staffing structures within the Trust and its Schools.
- The committee consists of a minimum of 3 Trustees with the necessary experience and suitable expertise.
- The Board may co-opt members to the committee who are not Trustees should they deem it appropriate
- The committee meets once per year
- The CEO will attend but is not a member of the committee
- Senior members of trust and school staff may be invited to meetings as required
 

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## **2.4 The Trust Executive Team**

The Trust Executive is the executive arm of the Board made up of the CEO, Chief Finance and Operations Officer, Director of Education and the Director of HR, Governance and Compliance.

TET's key responsibilities include:

- Working collaboratively together with Headteachers/Heads of School and other Senior Leaders of each School, its functions are:
  - direct and support the operation of each School, developing strategic plans and policies in core areas of the operation in accordance with the direction of the Trust Board. These include risk, teaching and learning, leadership development, training, finance, HR and ICT.
  - To manage the conversion of schools to academies. The Central Executive Team carries out Due Diligence across the school to establish its position and identify any action required, and with the DfE, LA and solicitors, manages the associated legal processes.

## **2.5 Chief Executive Officer (CEO)/Executive Headteacher (EHT)**

- The CEO/EHT has the delegated responsibility for the operation of the Trust including the performance of the Trust's Schools.
- The CEO/EHT is the Accounting Officer so has overall responsibility for the operation of the 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 CEO/EHT leads the Trust Executive Team. The CEO/EHT will delegate executive management functions to the Trust Executive Team and is accountable to the Trust Board for the performance of the Trust Executive Team.
- The CEO/EHT is involved in undertaking the performance management of each Headteacher/Head of School of Schools in the Trust.

## **2.6 The Headteacher/Head of School**

- The Headteacher/Head of School of each School is responsible for the leadership and management of the School, in compliance with the Headteachers' Standards 2020 published by the Department for education (DfE).
- The Headteacher/Head of School is accountable in the first instance to their School Governing Board and ultimately to the Chief Executive Officer/Executive Headteacher (CEO/EHT) and the Trust Board.

## **2.7 School Governing Board**

- The School Governing Board is responsible for promoting and challenging standards at the school, by way of the powers delegated to it by the Trustees in accordance with Scheme of Delegation and its Terms of Reference.
- The school SGB supports the Trust in the expression of its core values, pursuit of its vision and overall aims.
- The SGB composition is between 7 and 9 members. In addition to the Headteacher (Ex Officio) the composition is made as follows :
  - 3 elected parent governors

- 2 elected staff governors
- Up to 3 governors co-opted by the SGB governors and approved by the Trust Board, who may not be employees of the Trust
- A Trustee of Connect Alliance Trust will be appointed to be in attendance, but will not have voting rights.
- The Board of Trustees will approve one of the Governors to act as the SGB Chair for a year.
- The SGB will meet at least 4 times a year.
- The CEO or other members of the Trust Executive Team may attend SGB meetings as necessary.

### 3 Delegations

Key	
<b>A</b> Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
<b>R</b> Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
<b>C</b> Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
<b>*Highlighted</b>	Statutory expectation or necessary to comply with articles of association or funding agreement.

	Members	Trust board	CEO	School governing board	Headteachers/ Head of school
<b>1. Board business</b>					
1.1 Appoint/remove members	*A/R				
1.2 Appoint/remove trustees	*A/R	*A/R			
1.3 Elect chair of trustees		*A/R			
1.4 Appoint and remove trust board committee chairs		*A/R			
1.5 Determine powers of chair in urgent situations		A/R			
1.6 Establish and review trust governance structure		*A/R	C		
1.7 Agree named safeguarding trustee		*A/R	C		
1.8 Agree named trustee for special educational needs and disabilities (SEND)		*A/R	C		

1.9	Agree named careers trustee ( <i>required in secondary schools</i> ) n/a		*A/R			
1.10	Appoint/remove school governing board chairs		*A/R		C	
1.11	Appoint trust governance professional		*A	R		
1.12	Agree school governing board clerking arrangements		*A/R		C	
1.13	Articles of association: review		*A/R			
1.14	Articles of association: ratify changes	*A/R				
1.15	Agree committees terms of reference		*A/R	C	C	C
1.16	Complete annual review of scheme of delegation		*A	R	C	C
1.17	Commission external review of trust board effectiveness every three years	C	A/R	C		
1.18	Complete annual trust board self-review		A/R		C	
1.19	Complete review of local governance		A/R	R	C	C
1.20	Publish governance arrangements on trust and school websites		*A	R		
1.21	Ensure trust website is compliant and effective		*A	R		
1.22	Ensure school websites are compliant and effective		*A	A		R
1.23	Submit annual report on the performance of the trust to members and publish		A	R		
<b>2. Vision and strategy</b>						
2.1	Determine trust's vision, strategy and key priorities		A/R	R	C	C
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities		A	R	R	R

2.3	Align individual schools vision, value and strategy with the Trust's vision, value and strategy		A	R	C	R
2.4	Agree trust growth plans		A/R	R		
2.5	Determine trust-wide policies		*A	R		
2.6	Determine school level policies		*A	R	C	R
2.7	Establish risk register and conduct regular review		*A/R	R		C
2.8	Determine a programme of internal audit in line with the risk register and monitor its delivery		*A	R		
<b>3. Finance and operations</b>						
3.1	Appoint and remove external auditors	*A/R	C			
3.2	Appoint and performance manage chief financial officer		*A	R		
3.3	Produce trust's scheme of financial delegation		*A	R		
3.4	Receive external auditor's report	*A/R				
3.5	Action recommendations made arising from audits		*A	R		R
3.6	Produce annual report and accounts		*A	R		
3.7	Submit ESFA required reports and returns		*A	R		
3.8	Agree budget plan to support delivery of trust strategic priorities		A	R		
3.9	Agree budget plan to support delivery of school strategic priorities		*A	A	C	R
3.10	Monitor trust budget		*A/R	R		
3.11	Carry out benchmarking and trust-wide value for money evaluation		C	A/R	C	C

3.12	Agree reporting and monitoring arrangements (including KPIs) for trust and school budgets	*A/R	R	C	C
3.13	Monitor school estates to ensure safe and well maintained	*A		R	R
3.14	Agree data protection policy (and privacy notice)	*A	R	C	C
3.15	Agree health and safety policy	*A	R	C	C
3.16	Agree premises management documents, including <i>Estate vision, Estate strategy and Asset management plan</i>	*A	R	C	C

#### 4. Workforce

4.1	Appoint and dismiss CEO/Accounting Officer	*A/R			
4.2	Performance manage CEO	*A/R			
4.3	Agree CEO remuneration	*A/R			
4.4	Conduct executive team performance management	C	A/R		
4.5	Conduct headteacher performance management		A/R	C	
4.6	Agree headteacher remuneration		A/R	C	
4.7	Review and agree school staff appraisal procedure and pay progression	A	R		C
4.8	Determine executive team staffing structure	A	R	C	C
4.9	Determine schools staffing structure		A	C	R
4.10	Headteacher appointments and dismissal	C	A/R	C	

4.11	Trust wide pay policy, terms and conditions of employment	*A	R		
4.12	Determine disciplinary, grievance and capability policies	*A	R		
4.13	Undertake panel hearings for disciplinary and capability matters relating to the <b>CEO</b>	A/R			
4.14	Undertake panel hearings for disciplinary, grievance and capability matters relating to the <b>central team</b>	A/R			
4.15	Undertake panel hearings for disciplinary, grievance and capability matters relating to <b>school staff including Headteacher/HOS</b>	A	C	R	C
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)	*A/R	C		
4.17	Agree whistleblowing policy	*A/R			

## 5. Pupils and learning

5.1	Agree safeguarding and child protection policy	*A	R	C	C
5.2	Agree attendance policy	*A	R	C	C
5.3	Agree school uniform policy	*A	R	C	C
5.4	Agree policy for pupils with SEND	*A	R	C	C
5.5	Agree policy for supporting pupils with medical conditions	*A	R	C	C
5.6	Agree charging and remissions policy	*A	R	C	C
5.7	Agree behaviour policy	*A	R	C	C

5.8	Agree relationships education (primary) and relationships and sex education (secondary) policy		*A	R	C	C
5.9	Agree equality information and objectives (public sector equality duty) statement and monitor delivery		*A/R	R	C	C
5.10	Approve trust-wide underlying principles for the curriculum		A	R	C	C
	Determine school curriculum policy			A	C	R
5.11	Ensure high standards of teaching and learning		A	R	C	R
5.12	Set targets for trust outcomes		A	R		
5.13	Plan and deliver individual school improvement interventions and strategies			A	C	R
5.14	Determine & monitor use of pupil premium and sports premium		A	R	C	R
5.15	Ensure provision of religious education		A	R	C	R
5.16	Ensure delivery of collective worship		A	R	C	R
5.17	Set the dates of school terms and holidays		A	R	C	C
5.18	Set the times of school sessions		A	R	C	R
5.19	Review headteacher decision to suspend/exclude pupils		*A/R		R	
5.20	Monitor rates of suspension and exclusion across the trust		A/R	R	C	C
5.21	Agree admissions policy		*A	R	C	C
5.22	Implement admissions appeal process		*A	R	C	C
5.23	Determine complaints procedure		*A/R	C	C	

5.2 4	Implement complaints procedure	*A	R	R	R
5.25	Review complaints at panel stage	A/R		R	
<b>4. Community</b>					
6.1	Develop stakeholder partnerships across the trust	A	R	C	C
6.2	Develop stakeholder partnerships at academy level		C	A	R