Hampton Academies Trust Responsibilities and Authorities

Governance Level	Membership	Meetings	Responsibilities/Authorities	Reporting	References
Members	• 5 Members	AGM & Up to 4 Half-termly meetings	• To lead HATs vision, aims, ethos and strategic direction • To change the articles • To appoint/remove Members • To appoint/remove Directors/Trustees	N/A	Articles of Association
Board of Trustees (Directors)	• Up to 12 Trustees to include the Executive Headteacher NB: Heads of School will be required to attend meetings but will not be Trustees.	AGM & Up to 6 Half-termly meetings	• To undertake the performance management of the Executive Headteacher • To sign off the financial statements and annual report • To ensure quality of educational provision including the standard of Teaching and Learning • To challenge and monitor performance including Student Outcomes • To manage finances and property • To exercise reasonable skills and care in carrying out their duties • To ensure compliance with charity and company law • To ensure operation in accordance with the Funding Agreement • To scrutinise Behaviour and Safety and levels of Attendance and Exclusions at the academies. • To ensure compliance with statutory requirements including Safeguarding and Health and Safety. • To appoint chairs of local governing bodies	Reports to Members at AGM on progress for the year and to present financial statements and annual report Reports to the Members through approved Minutes	Articles of Association

Governance Level	Membership	Meetings	Responsibilities/Authorities	Reporting	References
Finance Committee	• Up to 7 Trustees	Up to 6 Half-termly meetings	• To provide financial oversight and ensure financial probity • To be responsible for setting a balanced budget and compliance with statutory accounting requirements, reporting and returns	Reports to the Board of Trustees through approved Minutes	Terms of Reference
Audit & Risk Committee	• Up to 7 Trustees	AGM & 3 Half-termly meetings	• To provide oversight of internal controls • Cyber Security oversight	Reports to the Board of Trustees through approved Minutes	Terms of Reference
Personnel Committee	• Up to 7 Trustees	Up to 6 Half-termly	• To provide oversight of all Trust recruitment, policy and statutory compliance • To monitor all HR matters across the Trust	Reports to the Board of Trustees through approved Minutes	Terms of Reference
Local Governing Bodies	• Head of School • Up to 12 Appointed Governors including: • 2 Parent Governors • 2 Staff Governors ideally, 1 Teacher & 1 member of support staff	Up to 6 Half-termly	• To undertake the HoS Performance Management with the CEO • To support the realisation of the vision of HAT • To provide a monitoring role in connection with the Academy • To monitor standards of Teaching and Learning • To monitor performance including Student Outcomes • To monitor Behaviour, Safety and levels of attendance and exclusions • To ensure that all statutory duties including Safeguarding are appropriately undertaken • To act as a critical friend to the Head of School • To represent the views of the community	Reports to the Board of Trustees through approved Minutes, via the LGB Chair and HoS	Scheme of Delegation Terms of Reference

Communication

Meeting	Method of Communication	Provided by	Provided to
Board of Trustees	Verbal summary of meeting Minutes of Meeting/ summary documents	Chair of LGB / Head of School	Local Governing Bodies
Finance Committee	Verbal Summary of meeting Minutes of Meeting/ summary documents	Finance Committee Chair	Board of Trustees
Audit & Risk Committee	Verbal summary of meeting Minutes of Meeting/ summary documents	Audit & Risk Committee Chair	Board of Trustees
Personnel Committee	Verbal summary of meeting Minutes of Meeting/ summary documents	Personnel Committee Chair	Board of Trustees
Local Governing Bodies	Verbal summary of meeting Minutes of Meeting/ summary documents	Head of School	Board of Trustees

Specific Trust Roles

Role	Responsibilities	Reporting/Accountability	Requirements
Executive Headteacher (Chief Executive Officer)	• Overall performance of Trust schools to include: ➢ Student outcomes ➢ Ofsted judgements ➢ Safeguarding and PREVENT compliance ➢ Personal development, behaviour and welfare	• Personally responsible to the Board of Trustees and performance managed by a sub group of Trustees, led by a Trustee and supported by an external consultant • Reports to Board through written reports • Scrutiny of academy performance at Board meetings	
Accounting Officer	• Appropriate oversight of financial transactions • Regularity and propriety • Prudent and economical administration • Value for money through efficient, effective and economic use of resources • Preparation of the statement of governance in the annual report	• Personally responsible to the Board of Trustees and through it to the Secretary of State and Parliament • Reports to Members through annual report	Executive Headteacher

Principal Finance Officer	• To prepare the annual accounts • To prepare and monitor the budget • To provide technical advice • To liaise with auditors	• Reports to the Board through written reports and meeting attendance	Finance Director
Responsible Officer / External Auditor	To undertake a programme of work to address the risks, inform the statement of internal control and provide assurance to the external auditors and Board of Trustees	• Reports to the Audit Committee through written reports and meeting attendance	External auditors

Hampton Academies Trust: Scheme of Delegation

The following table sets out the main MAT functions and identifies roles and responsibilities for each.

- **Accountable:** The people who are accountable for the correct and thorough completion of the task.
- **Responsible:** The people who do the work to achieve the task. They have responsibility for getting the work done or making a recommendation for approval.
- **Consulted:** The people who provide information for the project and with whom there is two-way communication.
- **Informed:** The people kept informed of progress and with whom there is one-way communication.

Decision	Delegation							
	Members	Trust Board	Trust Committees	Exec Head	Finance Dir	Local GBs	Head of School	Commentary
Staffing								
Members: Appoint/Remove	A/R							
Trustees: Appoint/Remove	A/R							
Role descriptions for members	A/R							
Role descriptions for trustees/chair/ specific roles/committee/governor: agree		A/R						
Parent governor: appointed		A				R		
Board committee/LGB chairs: appoint and remove		A/R						
Clerk to Board: appoint and remove		A/R						
Clerk to LGB: appoint and remove		A/R						
Systems and structures								
Articles of association: review and agree	A/R	C		C	C	I	I	
Governance structure (committees) for the trust: establish and review annually		A/R		C	C	I	I	
Terms of reference for Trust committees/LGBs and scheme of delegation for Trust committees/LGBs: agree annually		A/R		C	C	C		LGBs consult on LGB terms of reference only.
Skills audit: complete and recruit to fill gaps		A/R				R		Review makeup of LGB and identify areas of strength and weakness in terms of skills and governance training.
Annual self-review of trust Board and trust committees: complete annually		A/R	R					
Annual self-review of LGBs: complete annually		A				R		

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Chair's performance: carry out 360 review periodically		A/R				R		Chair's are appointed by Trust board and reviewed annually in consultation with all stakeholders.
Trust/Governor contribution: review annually		A/R				R		
Succession: plan		A/R		C	C	C	C	Chair's are appointed by Trust board in consultation with all stakeholders.
Annual schedule of business for HAT trust Board: agree		A/R	C	C	C			
Annual schedule of business for LGBs: agree		A		C	C	R	C	Chair of LGB in consultation with Clerk and local governors ensures an appropriate schedule of activities through the academic year.
Reporting								
Publication on trust and schools' websites of all required details on governance arrangements: ensure		A/R				R		
Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit	I	A/R	C	C	C	I	I	
Work of LGBs: submit to trust and publish		A				R	C	Minutes of all meetings shared via clerk to Trustees for circulation and review throughout the academic year.
Being Strategic								
Determine HAT vision, aims, ethos and strategic direction, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine	A/R	C		R	C		I	
Determines individual school's vision, aims, ethos and strategic direction in line with HAT Board, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured	C	A/R		C	C	C	C	
Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints;	C	A/R	R	R	C	I	I	

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expenses; health and safety, premises management; data protection and FOI; staffing policies including policies including capability, discipline, conduct and grievance: approve								
Management of risk: establish register, review and monitor		A	C	R	R	I	C	
Engagement with stakeholders	R	A/R		R		R	R	All levels have a responsibility to engage with all appropriate stakeholders. At LGB this includes appropriate community links.
Executive Headteacher of School: appoint and dismiss		A/R						
Head of School: appoint and dismiss		A/R		C		C		
Deputy Head of School: appoint and dismiss		A/R		C		C		
Budget plan to support delivery of HAT key priorities: agree	C	A	R	C	C	I	I	
HAT staffing structure: agree	C	A	R	C	C		C	
Establish an Admission Policy		A		R		I	I	
Appoint trust advisers including legal, HR, financial and educational advisers		A	R	C	C	I	I / C	Head of School consulted in the appointment of Educational Advisors
Approve Organisational Change and Redundancy proposals in line with the Organisational and Change Policy and Redundancy Handling Policy & Procedure		A	R	C	C	I	C	
Safeguarding								
Determine trust wide safeguarding policies (including child protection, PREVENT, safer recruitment) and review annually.		A	R	R		I	I	
Ensure that policies and practices are in place in relation to student conduct and anti-bullying.		A		R		R	R	Review during committee that these are up to date and if any incidents occur, policy is followed correctly

Ensure that a Single Central Record is meticulously maintained and regularly audited.		A	R	R		I	R	The single central record is regularly audited by the Heads of School and Executive Headteacher. It is also checked by Chair of the Personnel Committee as part of the Personnel audit process. The LGB are informed of these audits.
Holding to Account								
Hold Head of School to account for progress and achievement in the academy		A		R		C		LGB is consulted via regular reports from the Head of School.

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Hold the Executive Headteacher to account for progress and achievement across HAT		A/R						
Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A	R	C	C	C	C	
Reporting arrangements for progress on key priorities: agree		A/R	C	C		C	C	
Performance management of the Executive Headteacher		A/R						
Performance management of Heads of School				R		A		Can use a Trustee if CoG not available.
Trustee monitoring: agree arrangements		A/R		C				
Governor monitoring: agree arrangements		A				R	C	
Annually review application of HAT pay policies for compliance in each school		A	R	C	C	I	I	
Implement disciplinary/capability procedures		A		R		I	R	Ensure Trust policy is applied when any disciplinary/capability process starts.
Educational Policy and Practice								
Determine trust wide educational policies which reflect the trust's ethos and values including: curriculum, sex education, RE and collective worship and SEND.		A/R		C		C	C	Most policies are reviewed and approved at Trust Board level. Policies are shared at school and LGB level for information. Any comments or relevant feedback is reported back to the Trust Board by the Heads of School. Some policies such as SEND and Safeguarding are individual to the school as they include named school leaders.

Determining the curriculum		A		R		C	C	
Ensure that robust quality assurance processes are in place in relation to the quality of educational provision at each school and the quality of teaching and learning.		A		R		R	R	Ensure effective oversight and review of all appropriate performance data by all stakeholders, especially LGB standards committees.
Establish and monitor HAT targets for student progress and achievement		A		A		C	R	The Heads of School are responsible for setting and monitoring the progress and achievement of their students. The LGB monitors the progress and

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								achievement of their respective school. If there are persistent concerns identified these are escalated to the Executive Headteacher and Trust Board. The Executive Headteacher holds the Heads of School to account and in turn the Executive Headteacher is held to account by the Trust Board.
Finance								
Appoint Finance Director for delivery of trusts detailed accounting processes		A/R	C	A/R				
Trust's scheme of financial delegation: establish and review		A/R	C	A	R			
Academy's scheme of financial delegation: establish and review		A	R	A	R	I		
Approve HAT Financial Procedures		A	R	A	R			
Appointment of external auditors	A	R	R	A	R	I		
External auditors' report (Year-end accounts): receive, respond and approve		A	R	A	R	I		
Approve 3-5 year budget plans to inform budget forecast return	C	A	R	A	R			
Sign off a balanced Annual Budget Forecast Return for the ESFA	C	A	R	A	R	I		
Monitor performance of schools budgets		A	R	A	R	I	C	
Executive Headteacher pay award: agree		A/R						

Head of School pay award: agree			A	R		C		A member of the LGB is appointed to join the panel to undertake the HoS appraisal review. This member will be consulted on the outcome of the appraisal and agreed pay award.
Staff appraisal procedure and pay progression: review and agree			A	C			R	
Benchmarking and trust wide value for money: ensure robustness		A	R	R	R			

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Develop and review trust wide procurement strategies and efficiency savings programme	C	A	R	C	R			

Example Questions Governing Bodies / Trustees should ask.

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview? Are we as effective as we could be?
2. How well do we understand our roles and responsibilities based on this scheme of delegation?
3. Do we have a professional Governance Lead who provides legal advice and oversees the governing board's induction and development needs?
4. Is the size, composition and committee structure of our governing board conducive to effective working?
5. How do we make use of good practice from across the country?
6. Does our chair show strong and effective leadership?
8. Does the chair carry out an annual review of each governor's contribution to the board's performance?
9. Does the school / Trust have a clear vision and strategic priorities?
10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?
11. Are we properly engaged with our school community, the wider school sector and the outside world?
12. How well do we listen to, understand and respond to our pupils, parents and staff?

13. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

14. Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

17. How well does our policy review schedule work and how do we ensure compliance?

18. Do we know how effective performance management of all staff is within the school?

19. Are our financial management systems robust so we can ensure best value for money?

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?