



Scheme of Delegation 2025/2026

AIMS OF THIS SCHEME

The aim of the Scheme of Delegation (the Scheme) is to provide clarity to Members, Trustees, the Chief Executive Officer (CEO), Academy committees and Headteachers on the extent of their responsibilities, authority and powers as well as providing a framework within which they will interact and work with each other.

The terms of this Scheme may be reviewed by the Trustees at any time but shall be reviewed at least annually. Trustees reserve the right to remove or alter any delegation at any time whilst having due regard to, but not being bound by, the views of the Academy committee.

As a Multi Academy Trust (MAT), the Trust Board of Helix Academies Trust is accountable, in law, for all major decisions concerning their academies.

The Trust Board is not required to carry out all the Trust's governance functions and many can, and should, be delegated to the CEO and Executive Team and appointed committees, including local committees. The decision to delegate a function is made by the Trust Board. Without such delegation, the individual or committee has no power to act.

THE ROLE OF MEMBERS AND TRUSTEES

MEMBERS

The Members appoint Trustees to ensure that the Trust's charitable object is carried out. They are able to remove Trustees if they fail to fulfil this responsibility.

The Members of the Trust are the guardians of the governance of the Trust. They have a different status to Trustees. The original Members signed the Memorandum of Understanding and agreed the Trust's first Articles of Association. There must be a separation of powers between the Members and the Trust Board. While Members are permitted to be appointed as Trustees, 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 be independent of the Board of Trustees. Members are not permitted to be employees of the Trust or to be related to employees of the Trust.

There are five Members in the Helix Academies Trust. None of the Members are employed by the Trust, and no Trustees will also be a Member.

Members have the ultimate responsibility for ensuring it fulfils its obligations, as described in its Funding Agreement with the Secretary of State for Education and its Articles of Association. They have agreed the Articles of Association (a document which outlines the governance structure and how the Trust will operate). The Articles of Association stipulate arrangements for the appointment and removal of Members and Trustees. The Members appoint Trustees to ensure that the Trust's charitable objects are carried out. The Members must meet at least annually. The Trust Board submits an annual report on the performance of the Trust to the Members. Members are responsible for approving any amendments made to the Articles of Association.

TRUSTEES

The 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. Trustees are bound by both charity and company law. The terms 'Trustee' and 'Director' are often used interchangeably. Helix Academies Trust uses the term 'Trustee'.

The MAT 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 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 Memorandum and Articles of Association and its funding agreement, the Trust Board is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust and for approving a written Scheme of Delegation of Financial Powers that maintains robust internal control arrangements. In addition, the Trust Board carries out the three Core Governance Functions which are to:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the Trust's Executive Leaders to account for the educational performance of the Trust's schools and their pupils, and the effective and efficient performance management of staff
3. Oversee the financial performance of the Trust and make sure its money is well spent
4. Comply with provisions set out in the Articles of Association of the Trust, the Master Funding Agreement, Supplemental Funding Agreements and the Academy Trust Handbook
5. Determine a Scheme of Delegation

The Board of Trustees meet termly and provide non-executive leadership for the Trust and has overall legal responsibility for the operation of the Trust. It is the accountable Board for the performance of all schools within the Trust.

The TB has the right to review and adapt its governance structure at any time which includes removing delegation. Trustees also have specific Link Trustee roles and responsibilities for Safeguarding, SEND, and Careers. Formal visits to one of our schools are recorded using a standardised Record of Visit template and made available for other Trustees to review electronically.

The Board of Trustees is the employer of all staff and therefore is the final appeal Board in matters of pay and staff discipline. Trustees will approve the annual budget for each academy.

AGREED REMIT OF EXECUTIVE ROLES

THE ROLE OF THE CHIEF EXECUTIVE OFFICER (CEO)

The Trust Board appoint the Chief Executive (CEO) to whom it delegates responsibility for delivery of the vision and strategy of the Trust. The CEO is held to account for the conduct and performance of the Trust, including the performance of the academies within the Trust, and for financial management.

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies, appointing Headteachers and other senior leaders as well as ensuring the performance management of the Headteachers is carried out effectively. In doing so the CEO will seek the advice and guidance of the Chair of the Academy Committee (AC).

The CEO 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 leads the Executive Team of the Trust. The CEO will delegate functions to the executive team and is accountable to the Board of Trustees for their performance.

Subject to the statement and direction of the Board, the CEO shall be responsible for:

1. Establishing and implementing the Trust's Core Purpose and principles
2. Establishing a strategic plan and growth strategy for the Helix Academy Trust Board to approve
3. Accounting for the Trust's activities to the Regional Director, Department for Education, and Parliament
4. Directing the work of the Central Improvement Team on behalf of the Board
5. Supporting and Performance Managing Headteachers
6. Reporting to the Board on the performance of Local Schools and upon student progress across the Trust
7. Attending meetings of the Trust members by invitation

In this MAT, the CEO is also a substantive Headteacher of one of the member schools. This will be the case until the Trust grows to a size whereby the Board determines that the CEO role should be separate from that of Local School Headteacher. The CEO, working with local headteachers, will ensure a common set of agreed principles are in place determining how each school approaches core functions such as the curriculum, pedagogy, assessment, culture, ethos, staff development and student attitudes/behaviour. See appendix 1 'Leadership and management principles' document.

The headteacher of Romiley Primary School at the point of conversion will retain a permanent position on the executive team.

The role of the Chief Finance Officer

The CFO has the delegated responsibility for the financial management of the Trust. The CFO directs the work of the Trust Central team and performance manages Business Managers in each academy. In this MAT, the CFO is also a substantive Business Manager of one of the member schools. This will be the case until the Trust grows to a size whereby the Board determines that the CFO role should be separate from that of Local School Business Manager

Subject to the statement and direction of the Board, the CFO shall be responsible for:

1. Implementing the Trust's Core Purpose and principles
2. Securing the commercial viability of the Trust ensuring it has the resources and systems to deliver and sustain educational excellence
3. Directing the work of the commercial aspect of the Central Improvement Team
4. Implementing the Agenda set by the Finance and audit Committee

5. Supporting and Performance Managing local school business managers
6. Reporting to the Board on corporate compliance of the Local Schools and upon their commercial performance
7. Attending meetings of the Trust members by invitation

The role of the Local School Headteacher

In this MAT, each local headteacher retains significant autonomy and authority over the school that they lead. The Headteacher is responsible for the day to day management of the school, as well as setting the development objectives and plans for the school's future. The Headteacher retains responsibility for managing the budget delegated to the school. The headteacher is also responsible for ensuring that their school ethos, vision and development plans closely align with those of the wider Trust.

Subject to the statement and direction of the Board, the Local School Headteacher shall be responsible for:

1. The leadership and management of the Local School in accordance with the delegated authority defined in the Headteacher's toolkit and the business management manual
2. Effectively managing the school budget as delegated by the Trust board and CFO
3. Attending meetings of the Board's Education Committee by invitation
4. Implementing the Trust's Core Purpose and principles and Trust systems for school improvement established by the Board
5. Collaborating with other Trust schools to contribute to and receive the benefits of Trust-wide improvement strategies and systems
6. Working with the CEO, to ensure a common set of agreed principles are in place determining how each school approaches core functions such as the curriculum, pedagogy, assessment, culture, ethos, staff development and student attitudes/behaviour. Local headteachers will apply these principles within their school setting with good faith.
7. Implementing the agreed policies and procedures, including non-statutory statements and processes, as laid out by the Board and Academy Committee
8. Maintaining school level policies, monitored by the AC, for the following areas: Teaching and Learning, Feedback and assessment, Uniform, Behaviour, Curriculum.
9. Using their preferred method, assuming compatibility with trust wide systems, accurately assessing the educational performance of the school, and reporting on the performance of the Local School to the AC, CEO and Trust board.
10. Advising the Board on strategic direction, forward planning and quality assurance
11. Facilitating the work of the Academy Committee
12. All such additional functions as may be assigned under the job description or contract of employment.

PERFORMANCE MANAGEMENT/APPRaisal OF HEADTEACHERS

Headteachers will be line managed by the CEO, who will undertake their annual performance review, as well as interim monitoring, and agree salary progression. The Chair of the Academy Committee is encouraged to be part of the review process along with the Trust's External Advisor. The CEO, or a person acting on his behalf, will ensure professional support and challenge on issues associated with standards and pupil performance.

Lines of Accountability

- The board of trustees is accountable for delivery of the core governance functions
- The board of trustees appoints the CEO, to whom it delegates responsibility for the delivery of the board's vision and strategy. The board holds the CEO accountable for the performance of the trust, including for its financial management and the performance of the academies within the trust
- The CEO line manages other senior executives and the academies' headteachers.
- The board forms committees for financial management and educational standards, which respectively look at resources and education performance across the trust in detail.
- The board delegates some of its school level monitoring and scrutiny functions to Academy Committees
- The Headteacher of each academy is line managed by the CEO. In performing this duty, the CEO seeks input from the chair of the Academy Committee.
- It is expected that members of Academy Committee, alongside Trustees, will make significant contribution to external oversight including Ofsted Inspections.

TRUST BOARD COMMITTEES

The Trust Board has established committees with delegated powers.

Educational Standards Committee

The Committee's specific 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. At least three Trustees sit on this Committee. The Committee has clear Terms of Reference.

Finance, Audit & Risk Committee

The Academy Trust Handbook states that Academy Trusts are required to establish an Audit & Risk committee. The committee is also 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. At least three Trustees sit on this Committee. The Committee has clear Terms of Reference.

Pay and Remuneration Committee

The Committee's specific function is to approve pay decisions where relevant for all employees of the trust. At least three Trustees sit on this Committee.

With the exception of the Pay and Remuneration Committee which meets annually, the other Trust Board Committees meet three times per year.

Composition and Remits of Trust Board Committees

1) Educational Standards Committee

Made up of:

- CEO
- At least three Trustees
- School Improvement Partner(s)
- Other professionals by invitation including local headteachers

Delegated responsibility for the educational performance of schools within the trust. The remit is to:

- Systematically review and monitor the performance of each school against agreed criteria
- Review school and Trust educational risk registers, assess and document the 'risk' to improving or maintaining the Ofsted rating of each school
- Assess and support the effectiveness of the Headteacher in each local school
- Co-ordinate the brokering of support where necessary
- Approve and monitor the application of Trust wide policies
- Approve and monitor the application of non-statutory trust wide statements or procedures
- Ensure all students are safeguarded
- Support the CEO in:
 - Setting Trust strategy and direction
 - Setting and modelling the Trust's ethos
 - Shaping, monitoring and developing senior teams
 - Allocating required funding to the Trust's priorities

2) Finance, audit and risk Committee

Made up of:

- CEO
- CFO
- At least three Trustees
- Other professionals by invitation including local headteachers

Delegated responsibility for the financial management of schools within the Trust in accordance with the Academies Financial handbook. Specifically for:

- Delegating appropriate responsibilities to local head teachers and the central improvement team
- Recommending budgets to the Board for approval
- Reviewing and approving proposals of annual budgets of local schools
- Reviewing up to date management accounts reports enabling the ongoing determination of projected end of year budgets for each local school
- Approving financial activity where Board approval is required in accordance with Financial Procedures
- Reviewing Trust financial risk registers
- Delegating appropriate responsibilities to local head teachers and the central improvement team for recruitment and retention of staff
- Assessing the effectiveness of the Trust's business management and central services including but not limited to
 - Finance, accounting and audit
 - Legal
 - Human Resources
 - Payroll
 - Health and Safety
 - Corporate communications
 - Estates management
 - ICT services
 - Community services
- Approving and monitoring the application of Trust wide policies

3) Pay and Remuneration Committee

Made up of: Three Trustees, with local school headteachers in attendance

The committee will meet annually to consider and approve/decline local headteacher recommendations for teaching staff pay progression in accordance with the pay policy and School Teachers pay and conditions document.

4) Academy Committees

In the context of an Academy Trust, the performance of every individual school is ultimately the responsibility of the Board of Trustees. The Board discharges this responsibility, primarily, through the function of the CEO and Executive Team of the Trust, who themselves are responsible (to the Board) for the performance of the school and its leaders. Members of Academy Committees are referred to as 'Governors'.

This is reinforced by the work of Academy Committees which are formal committees established by the Trust Board and have a brief to review and challenge performance at the working level in each school, independently of Trust management.

The frequency of Academy Committee meetings will be decided by the Trust and may differ per school in the MAT, but will be no fewer than three meetings a year and no more than six.

The CEO and Executive Team will work with each Academy Committee to continuously develop and deliver the highest standards of leadership and teaching and learning within the ethos promoted by the Trust. The Trust recognises that establishing and developing good working relationships with each Academy Committee is fundamental to the success of each academy. The Trust aims to deliver its responsibilities for each academy whilst establishing a Scheme that allows each Academy Committee to function effectively and to play a role in the development of the academy and of the Trust.

The Trustees confirm Chair/Vice Chair appointments, and ensure that up to one parent is elected to the AC as an academy governor. The Headteacher also sits on their AC along with a staff governor.

ACs have a range of delegated functions such as ensuring that all pupils have access to a broad and balanced curriculum, ensuring that the school ethos and values are in keeping with the aims of the Trust, monitoring that the school is operating within agreed policies, monitoring that the school finances are well managed, that pupil and staff wellbeing is being prioritised and that parental and community engagement is effective.

At the point that a school joins the Trust, it may be appropriate for one or more Trustees to sit on an Academy Committee. The length of time that an Academy Committee includes any Trustee as a member would not usually exceed one year.

The minimum operating number for each Academy committee will be **three**. The maximum operating number will be **nine**. The composition of the Academy committee shall be agreed by Trustees and will be reviewed annually.

The role of Chair of Academy Committee

Election and appointment conditions will be based on the following criteria:

Staff Governor: Teaching and support staff who are employed by Helix Academies Trust under a contract of employment are eligible to stand for election as a governor and to vote as a governor in their own school. An election will take place in school and all teaching and support staff will be eligible to vote.

Parent Governor: Parent governors shall be elected by parents or registered carers of children at the academy. They should be a parent of, or have parental responsibility for, a child at the academy at the time when they are elected. In cases where the academy is unable to elect/appoint a parent from the academy, Trustees may consider the election/appointment of a parent of a child of school age from another school within the Trust.

Trust Appointed Governor: Trustees shall invite a person to become a governor:

- who lives or works in the community served by their academy and is not an employee of the Trust
- who is an individual who is committed to the good governance and success of the academy, but does not work or live close by who, in the opinion of the Trustees, has the necessary skills set and is committed to the government and success of their academy
- an Assistant Headteacher, Deputy Headteacher or Headteacher within the Trust may be considered for appointment within another Trust school.

Governors serve a term of 4 years. *Parent governors' terms of office should come to an end when their child leaves the school, if this is before the end of their term*

The Chair of Trustees is elected annually at the beginning of each academic year. The appointment of each Academy Committee Chair is done by the Trust Board.

The Trustees and CEO shall be entitled to attend any meetings of the Academy committee and any Trustee/CEO attending a meeting of the Academy Committee shall count towards the quorum for the purposes of the meeting and shall be entitled to vote on any resolution being considered by the Academy committee.

EXPECTATIONS OF Academy Committees

The role of the Academy Committee is to establish and maintain the ethos of the academy, to ensure this is locally relevant. The Academy Committee will provide support and challenge to the Headteacher of the academy in ensuring that every child makes good or better progress, and that parents and carers are fully involved in their child's education. The Board will provide assurance to the Trust Board regarding the quality of education and care for all learners within the academy and ensure effective engagement with local stakeholders.

To maximise the ability of the local governors to focus on these key areas, the Academy Committee is not required to manage financial resources, staffing or many of the areas traditionally associated with a Local Authority maintained school Governing Board as these issues are dealt with at a Trust level. However, in line with Keeping Children Safe in Education, the Academy Committee does play a key role in safeguarding pupils.

Further responsibilities of the Academy committee

- Ensuring clarity of vision, values, ethos and strategic direction.
- Ensuring the implementation of the Trust's policies and the approval and review of school led policies.
- Participating in the governance discussion of a school's Ofsted inspection
- Ensuring that suitable full-time education for any pupil of compulsory school age is arranged where the pupil has a fixed-period exclusion of more than five school days.
- Monitoring behaviour in school, including suspensions.
- Monitoring pupil and staff wellbeing.
- Monitoring the impact on outcomes of specific sources of funding e.g. Pupil Premium/recovery premium, Primary PE and Sports Premium, SEND.
- Monitoring the effectiveness of the school's identification, assessment and management of risks.
- Reviewing careers information, advice and guidance
- Supporting school leaders to create a culture of inclusivity, diversity and equality.

VISITING THE SCHOOL

Visiting the school is an essential part of the governor role. Feedback and learning from visits allow the Academy Committee to monitor how their strategy is being implemented, how policies are being implemented and to identify strengths and areas for development.

School visits raise the profile of the Academy Committee and provide governors with valuable insight into school life and culture. Visits will be focused on a specific area or priority and carried out by the governor who has been given responsibility for monitoring that area and reporting back to the board.

WAYS OF WORKING

The Academy Committee works collectively as a 'whole team', without any separate committees unless required for a specific reason (for example parental complaints or HR processes).

Meeting agendas will include all the tasks which the Academy Committee is required to consider, with a focus on reviewing the performance of the school. Academy Committee meetings are supported by the Trust Governance and Compliance Professional and the Trust Governance and Compliance Officer, in collaboration with whom agendas are planned in line with areas of responsibility set out above.

All Academy Committees should appoint a **Safeguarding** governor, an **SEN** governor and a **Health & Safety** governor. The Academy Committee should also identify governors who will monitor aspects of the relevant academy improvement plans.

The Academy Committee will be considerate of the well-being of the Headteacher and staff, by referring to the DfE teacher workload reduction toolkit when necessary. In each case where a function has been delegated, there is a statutory duty for the delegated governor/s to report any findings, actions or recommended decisions to the Academy Committee in time for its next meeting to enable informed collective strategic decision making.

The Trust would not expect to be involved in most of the arrangements put in place by the Academy Committee but reserves the right to attend meetings if they feel it appropriate. It is possible that the Academy Committee would want a representative of the Trust to attend a meeting and, subject to availability, the CEO or member of the Executive Team will in such cases attend.

Quorum: Meetings of the Academy Committee shall be quorate if at least half the members are present and the majority of these are not employees of the academy.

Apologies: All governors must give apologies in advance for missing a meeting and this apology must be accepted by the other governors.

Attendance: Any governor whose attendance falls below 60% over a rolling year or who has a pattern over time of repeatedly missing meetings or who fails to tender apologies or whose reasons for missing meetings repeatedly are deemed unacceptable by the Academy Committee may be warned and then dismissed by the Chair of the Academy Committee on behalf of the Trust if absences continue.

Resignation and Removal of Governors: A person serving on the Academy Committee shall cease to hold office if:

- they resign their office by giving notice in writing to the Chair of the Academy Committee
- the Headteacher or a staff governor ceases to work at the academy
- the child of a parent governor ceases to attend the academy
- the Trustees terminate the appointment of a governor whose presence or conduct is deemed by the Trustees, at their sole discretion, not to be in the best interests of the Trust or the academy.
- their Term of Office comes to an end and the governor does not seek approval for a further term.

Disqualification of Governors: A person shall be disqualified from serving on a Academy Committee if he or she would not be able to serve as a Trustee in accordance with Articles 68-80 of the Articles of Association.

Other: Chairs of Academy Committees should ensure that an annual Skills Audit and Self-Evaluation is completed, and a Governor Development Plan is in place and regularly reviewed. Both documents should be returned to the Trust's Governance & Compliance Professional on completion. Chairs should promote the value of regular training for all governors.

SAFEGUARDING

Academy Committees should ensure that all governors receive appropriate strategic safeguarding and child protection training at induction, at least. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated, ideally on an annual basis.

Academy Committees have a strategic leadership responsibility for their academy's safeguarding arrangements and **must** ensure that they comply with their duties under legislation. They **must** have regard to 'Keeping Children Safe in Education' ensuring policies, procedures and training in their schools are effective and comply with the law at all times. Boards should ensure they read and have regard to this guidance.

COMMUNICATION BETWEEN ACADEMY COMMITTEES AND THE TRUST BOARD

The full minutes of each Academy Committee meeting will be made available to Trustees on a termly basis. Any issues will be addressed by the Trust Governance and Compliance Professional as and when required.

To promote effective communication between the Trust Board and Academy Committee, termly meetings will be held involving Trust representatives and Chairs.

ADVISORY BOARD

Trustees may replace an Academy Committee with an Advisory Board in one or more of the following circumstances:

- Identification of weak governance
- In response to the outcome of a review of governance or Ofsted inspection
- In response to the outcome of an Ofsted inspection where there is a decline in judgement, or the academy moves into a category of inadequate or requires improvement

There cannot be a Scheme of Delegation with an Advisory Board and decisions will need to be made by the Trust (CEO) in consultation with the Advisory Board. There can be a Scheme of Delegation from the Trust to the Headteacher of any academy with an Advisory Board and if this is necessary it is intended that this will be consistent with the policies and procedures agreed within the academies within the Trust.

SCHOOLS PREVIOUSLY JUDGED AS INDEQUATE OR REQUIRES IMPORVEMENT BEFORE JOINING THE TRUST

If leadership by the governors of a maintained school has been judged to be inadequate or requires improvement by Ofsted during an inspection prior to that school then joining the Trust, the Trustees may decide that those governors may be ineligible to join the Academy Committee for that academy in any capacity.

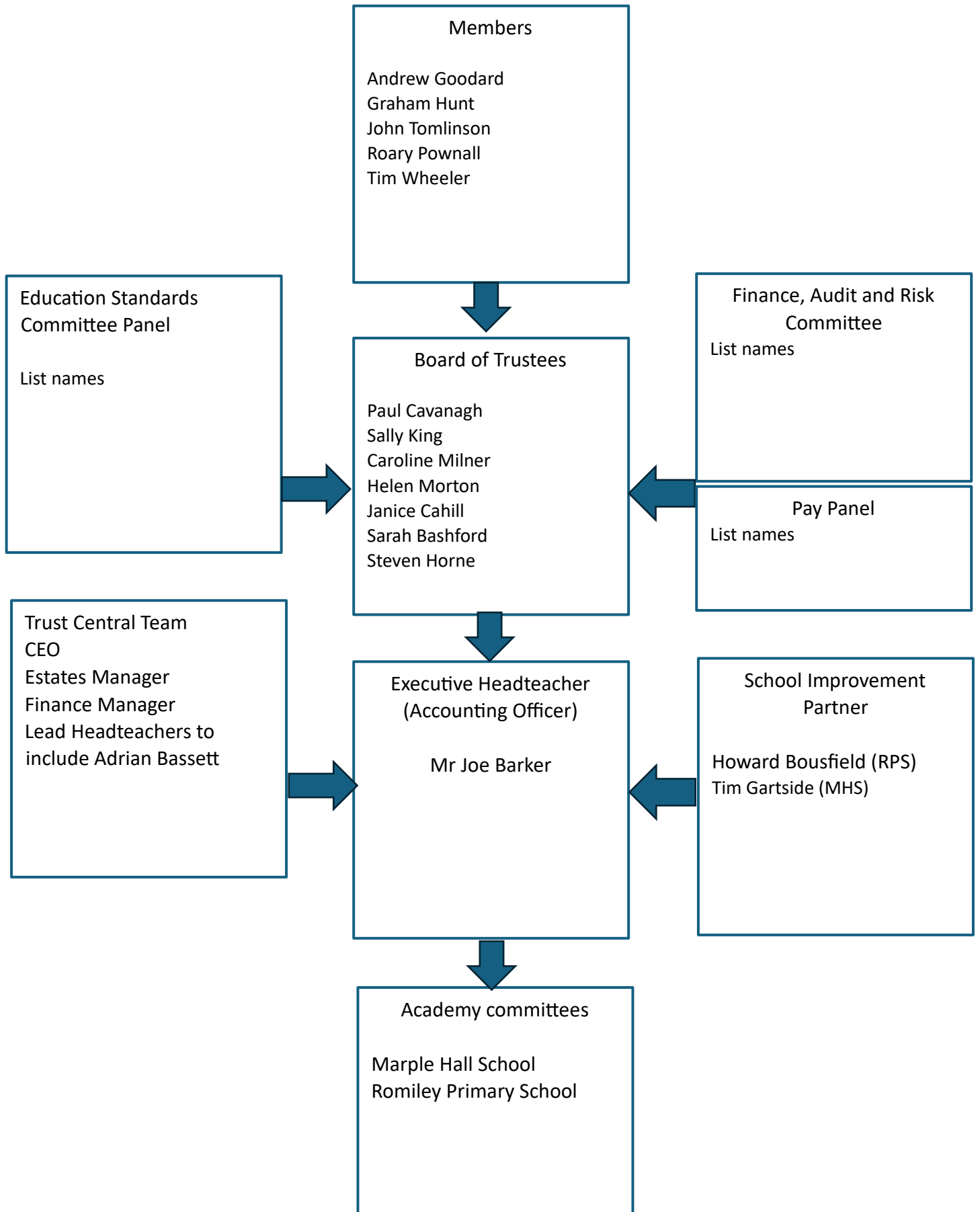
PAIRING ACADEMY COMMITTEES

Whilst it is likely that there will be a separate Academy Committee for each academy, the Trust will look to promote and respond positively to any effective pairing or grouping that a number of academies might wish to propose that would lead to a single Local Academy Committee being responsible for more than 1 academy. This may be a requirement where a number of academies fail to recruit sufficient Academy Committee members with the required level of skills or an Executive Headteacher is appointed over 2 or more academies. The composition set out above will apply to all Academy Committee regardless of the number of academies they are responsible for.

FINANCIAL ACCOUNTABILITY AND THE ROLE OF THE CHIEF FINANCIAL OFFICER AND SCHOOL BUSINESS MANAGERS

It is the responsibility of the Headteacher, working with the School Business Manager, to prepare a detailed budget for the year using the Trust's budget planning format which provides projections over a 3- and 5-year period. The budget is then submitted to the Trust's Chief Finance Officer for scrutiny and is approved by the Board of Trustees. Once approved, monthly reporting on income and spend is the responsibility of the Headteacher, with the support of the School Business Manager, and is shared with the Trust's Chief Finance Officer at regular budget meetings. If any variances are proposed to the budget, these must be agreed between the Headteacher (via the School Business Manager) and the Trust's Chief Finance Officer.

The Trust Chief Finance Officer is accountable to the Trust Board via the Finance, Audit & Risk Committee for the overall financial outturns at the end of the year and the Trust's 3-year budget positions.



Delegation and Decision Making

READING THE GRID
✓ - Governance function, decision making and responsibility is at this level
C - Can be consulted prior to decision/action being taken
Note: Decisions delegated to the Trust Board may be delegated to a Board committee but not the CEO.

GOVERNANCE FUNCTION		Members	Trust Board / Board Committees	CEO	Academy Committees	Headteacher
BOARD BUSINESS	Members: appoint/remove	✓				
	Trustees: appoint/remove	✓	✓			
	Trust Board Chair: appoint and remove		✓			
	Trust Board committee chairs: appoint and remove		✓			
	Named safeguarding Trustee: appoint and remove		✓			
	Academy committee chairs: appoint and remove		✓			
	Academy committee members: appoint and remove		✓			
	Trust Governance and Compliance Officer (Clerk) to Board: appoint and remove		✓			
	Trust Governance and Compliance Officer (Clerk) to academy Academy Committees: appoint and remove				✓	
	Articles of Association: review		✓			
	Articles of Association: approve	✓				
	Governance structure for the Trust: establish and review annually		✓			
	Trust committee terms of reference and Scheme of Delegation: agree annually		✓			
	Annual schedule of governance business: agree		✓		C	
	Self-review of Trust Board and committees: complete annually		✓			
	Self-review of Academy Committees: complete annually					✓
Publish governance arrangements on Trust and schools' websites: ensure compliance with regulations				✓		✓

GOVERNANCE FUNCTION		Members	Trust Board / Board Committees	CEO	Academy Committees	Headteacher
	Annual report on the performance of the Trust: submit to members and publish		✓			
	Annual self-review/triannual external review of board effectiveness: submit to members		✓			
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		✓			
	Copies of Academy Committees minutes: provided to Trust				✓	
	ESFA required reports and returns: submit			✓		
	Annual report work of Academy committee: submit to Trust				✓	
	Register of Business Interests: update annually		✓		✓	
VISION & STRATEGY	Trust wide policies which reflect the Trust's ethos and values: approve		✓	C		
	School level policies which reflect the school's ethos and values: approve				✓	C
	Management of risk: establish register, review and monitor		✓(Trust)		✓(School)	
	Engagement with stakeholders: ensure				✓	
	Trust's vision, strategy and key priorities: approve		✓	C		
	Schools' vision, strategy and key priorities: approve				✓	C
	Ensure engagement with stakeholders				✓	
	Determine the scope of mandatory core central services to be delivered by the Trust including the level of centrally retained funding		✓			
	Requests from schools to join the Trust: agree		✓			
Chief Executive Officer: appoint and dismiss		✓				

PEOPLE	Central Team, Headteacher & School Business Manager: appoint and dismiss		C	✓	C (Head)	C (SBM)
	Deputy Headteacher & Assistant Headteacher: appoint and dismiss			✓ (Dismiss)	C (Appoint)	✓ (Appoint)
				C (Appoint)		
	Other staff in school: appoint (within agreed budget) and dismiss			C (Dismiss)		✓
Trust's staffing structure: agree		✓	C			

GOVERNANCE FUNCTION		Members	Trust Board / Board Committees	CEO	Academy Committees	Headteacher
	Schools' staffing structure: agree			✓	C	C
	Early retirement, redundancy and settlement agreements: agree		✓			
	Ensuring compliance (e.g. safeguarding, H&S, employment): agree auditing and reporting arrangements		✓	C		
	Performance management of the Chief Executive: undertake		✓			
	Performance management of Central Team, Headteachers and School Business Managers: undertake annually			✓	C (Head)	✓ (SBM)
	Performance management of other school staff: undertake annually					✓
FINANCE & ESTATES	External auditors: appoint		✓			
	Internal auditors: appoint and remove		✓			
	Chief Financial Officer: appoint and dismiss		✓	C		
	Trust's scheme of financial delegation: establish, monitor and review		✓			
	Trust Annual Accounts: approve		✓			
	School Capital funding: allocate		✓			
	External auditors' report: receive and respond		✓			
	CEO pay award: agree		✓			

	Headteachers' pay award: agree			✓		
	Other staff in school pay award: agree			C		✓
	Staff appraisal procedure and pay progression: review and agree		✓			
	Benchmarking and Trust wide value for money: ensure robustness			✓		
	School finances, including benchmarking: monitor and review		✓ (Review)	✓ (Monitor)		
	Budget plan to support delivery of Trust key priorities: agree and monitor		✓	C		
	Budget plan to support delivery of schools' key priorities: agree annually		✓			C
	Buildings, contents and indemnity insurance: arrange and approve		✓ (Approve)	✓		
	School estate: ensure it is safe and well maintained				✓	✓
	Maintenance of school buildings: agree and review a funded plan				✓ (Review)	✓
	Health and Safety policies: agree, implement and monitor		✓ (Agree)		✓ (Monitor)	✓ (Implement)
	Statutory testing: ensure compliance					✓
	GOVERNANCE FUNCTION	Members	Trust Board / Board Committees	CEO	Academy Committees	Headteacher
SAFEGUARDING	Safeguarding policies: agree and implement				✓ (Agree)	✓ (Implement)
	Safeguarding and pre-employment checks: ensure completion and review				✓	✓
	Safeguarding data: monitor				✓	
	Attendance & Absence policy: approve		✓			
	Attendance & Absence data, including persistent absence: monitor				✓	
	Suspensions and permanent exclusions: review				✓	
	Term dates: agree		✓			
	Session times: agree				✓	C
	Admissions policy and arrangements		✓			C
	Designation of school		✓			

SCHOOL ORGANISATION	Pupil Admission Number (PAN): agree		✓	C		C
	Stage 2 complaints relating to a school: consider				✓	
	Stage 3 complaints relating to a school: consider		✓			
	School Closures / Emergency Closures: agree			C		✓
	Daily Collective Act of Worship: implement and monitor				✓	
	School websites: ensure compliance				✓	
	Data Protection legislation: ensure compliance					✓
EDUCATION	Academy Improvement Plan priorities: approve and monitor progress			C	✓	
	Pupil attainment and progress targets: set, agree and monitor termly			✓(Agree)	✓(Monitor)	✓(Set)
	Behaviour Policy: approve				✓	C
	Curriculum Policy: approve				✓	C
	High standards of teaching and learning: ensure					✓
	RE Curriculum: implement and monitor					✓(Monitor)

Appendix One: Standardised, Aligned and Autonomous

The following table highlights which elements of school practice must be standardised with the Trust, which must be aligned (but not necessarily the same) and which are in the full control of individual schools.

Standardised	Aligned	Autonomous
Single Employer Central policies HR/Finance/Compliance/Network Support Budget management Estates management Governance structure Data reporting to Trust Board and Academy Committees Academy improvement planning and evaluation Trust INSET day(s) Monitoring and AQ schedule Peer review processes (school to school) Website	Some policies especially following TUPE Teaching and learning strategy and principles Curriculum framework Assessment approaches Reporting to parents CPD framework Performance management Behaviour Strategy School Values Staff recruitment processes Safeguarding procedures Strategies to raise pupil/student attendance	Behaviour policy Curriculum design Parents evenings and parental liaison Internal and external communication Internal collaboration and departmental processes Student leadership Roles and Responsibilities of staff Marketing/Branding Stakeholder engagement

Appendix Two: Trust principles of Leadership and Management

Helix Trust – Principles of school leadership and management

The leaders of Helix Academies Trust, and the leaders of schools within the trust, agree in the principle of collective responsibility. We are a coherent Trust, and as such we support all schools to be the best that they can be, and take responsibility for acting where problems or weaknesses are identified.

At Helix Academies Trust we believe in respecting the autonomy of local school leaders, working within an agreed set of principles of leadership and management. Within these principles, and when quality assurance shows that the impact is strong, school leaders can lead with freedom and autonomy. Only where quality assurance shows that performance has dipped below acceptable parameters would a more directed approach be taken, drawing on expertise from across the Trust.

This document lays out the agreed principles the following aspects of school leadership and management for the following areas:

Curriculum Design
Curriculum implementation and pedagogy
Assessment
School Ethos
Behaviour Management
Staff Development
School Self-assessment
Budget management
Staff recruitment
Stakeholder engagement
Communication
Safeguarding
Raising student attendance



Curriculum design

It is the responsibility of local school leaders to ensure that:

- The school curriculum is ambitious, challenging and fulfilling. Leaders have high expectations for all, realised through a carefully considered curriculum that is progressive and systematically builds on prior knowledge.
- The curriculum covers all elements of, and is at least as ambitious as, the National Curriculum
- All pupils/students are able to access the full curriculum including those with SEND and those who are disadvantaged.
- The curriculum enables pupils/students to acquire more knowledge and skills over time, being able to know more, remember more and do more.
- There is a clear understanding of the specific component knowledge that learners will know and remember at specific end points.
- The curriculum should be exciting and engaging and serve well the needs of the local community.
- The curriculum supports the development of high levels of literacy for all learners
- The curriculum prepares all learners for the next stage in their education and beyond, providing them with the cultural capital they need to succeed in life.
- The curriculum intent is clearly identified, understood by all relevant members of staff and key information is published on the school website.
- There are high expectations of opportunities beyond the curriculum, enriching learners' experience so that they can positively influence the world around them.

Quality assurance of effectiveness/impact:

Validated learner outcomes, internal learner progress data including of pupil groups, internal curriculum reviews, review of curriculum maps.

Curriculum implementation and pedagogy

It is the responsibility of local school leaders to ensure that:

- Within each school, there is a clear Teaching + Learning policy underpinned by a robust rationale supported by research of best practice
- The school's approach to pedagogy is well understood by all teaching staff, backed up by high quality CPD.
- There are high expectations of evidence-informed approaches to Teaching and Learning that positively impact pupil outcomes.
- The curriculum delivery is adapted to the needs of all learners
- There is a high level of adherence to the school approach across all classes.
- There will be evidence that school procedures are having a positive impact on pupil outcomes.

Quality assurance of effectiveness/impact:

Published outcome data and internal tracking data, lesson visits, drop ins and learning walks, internal and external review processes, staff, parent and learner feedback

Assessment

It is the responsibility of local school leaders to ensure that:

- Formative assessment is an approach that is clearly understood through the school's pedagogy, based on the view that the best assessment is done day by day and 'in the moment'.
- Summative assessment is carried out at predetermined times depending on the age and stage of the learner. Learners at risk of underperforming are identified early and strategies put in place to support them to achieve.
- At primary levels, outcomes of assessments are compared against the national average outcomes for all pupils and specific pupil groups.
- At secondary level, outcomes of assessment are compared against national progress and attainment measures for all students and groups of students.
- Validated data outcomes and internal data outcomes will influence school improvement planning.
- Making judgements about learner outcomes will be clearly understood by all. There should be clear process of triangulation when making judgments e.g. pupil voice, evidence of work and test outcomes.
- There is a clear rationale behind the type of assessments used. E.g. standardisation vs scaled scores; in year progress vs across year progress.
- Moderation processes of teacher assessments are robust.

Quality assurance of effectiveness/impact:

Validated data outcomes, internal assessment outcome data, self evaluation of school, school improvement plan, pupil premium strategy and report, report to trustees

School Ethos

It is the responsibility of local school leaders to ensure that:

- There is a clearly identified and well articulated ethos for the school, underpinning excellent attitudes within both learners and members of staff
- The school ethos aligns with, complements and supports the ethos of the Helix Academies Trust
- The school ethos is a driving force for continual improvement

Quality assurance of effectiveness/impact:

School self-evaluation, HT/CEO link meetings, Executive leadership team meetings, curriculum reviews, analysis of learner behaviour, successful recruitment and retention of staff.

Behaviour management

It is the responsibility of local school leaders to ensure that:

- The school maintains a comprehensive and robust learner behaviour policy that clearly explains how positive behaviour is encouraged, rewarded and supported
- The policy complements the Trust’s belief in inclusive education, outlining how the school will support learners who struggle to meet our expectations, emphasising support, rewards and fostering a sense of belonging over punitive sanctions.
- The policy is well understood by all staff, and applied consistently and fairly
- Where a child is at risk of losing their place in the school, leaders are satisfied that every possible option has and is being explored in order to prevent this from happening.

Quality assurance of effectiveness/impact:

School self-evaluation, analysis of behaviour data, staff, student and parent voice.

Staff development

Within the Helix Academies Trust

- We believe in collaboration. We learn best when we learn together. This is true for all learners including staff.
- We adopt a ‘high challenge high champion’ culture. This is not ‘top down’ but challenge and championing comes at all levels where staff are able to hold one another to account and encourage one another in a mutually supportive environment.
- There should be mechanisms in place which identify both excellent practice and areas for development. This excellent practice should be shared, raising expectations and improving outcomes.
- Appropriate external training is identified which positively impacts the staff and the learners. This training upskills the individual as well as the organisation.
- Staff are encouraged and enabled to take responsibility for their own professional development.
- Appraisal targets reflect school and an individual’s training needs and desired future development where appropriate.
- Staff are treated as professionals and are entrusted as action researchers to try, succeed, fail and evaluate in a positive culture. Mistakes are welcomed as a key component of learning.
- There is a culture where staff actively seek professional development opportunities.
- There is a culture where all staff know they need to improve, not because they are not good enough, but because everyone can do better. They fully subscribe to being part of a continuously improving school.
- All staff development and school improvement is weighed up against the impact on workload for staff. Positive steps are taken to address this.
- Evidence informed strategies are adopted and staff are provided with appropriate in-house and, if necessary, external training to support the delivery of these strategies.
- There is a FUFT culture (follow up and follow through), any new initiative or training is followed up and the effectiveness reviewed in order to adapt as necessary.

Quality assurance of effectiveness/impact:

Pupil outcomes, subject/area leadership evaluations, Ofsted, SSIA Note of visit, Staff questionnaire, Self-evaluation

School self-assessment

It is the responsibility of local school leaders to ensure that:

- There is a systematic approach to school evaluation, enabling leaders to understand the strengths and weaknesses of the organisation
- Self-evaluation is efficient, effective and leads to carefully thought out actions
- The processes incorporate multiple viewpoints to ensure that leaders gain a well-rounded view of the school
- Self-evaluation informs and guides all school development planning
- Processes are aligned to, but not dictated by, the work of external agencies such as Ofsted.
- School self-evaluation processes are compatible with, complement and support Trust wide evaluation.

Quality assurance of effectiveness/impact:

Academy committee scrutiny, HT/CEO link meetings, HT appraisal, Executive team meetings, local school SLT meetings, curriculum reviews, Ofsted

Budget management

It is the responsibility of local school leaders to ensure that:

- The budget delegated to the school by the Trust Finance Committee is appropriately managed.
- Staffing levels are maintained in an effective and sustainable manner
- All finance processes and procedures are adhered to at all times
- Academy Committee members and the Trust Board are kept informed of the budget position, future spending plans and any funding concerns that may arise
- The school remains financially viable

Quality assurance of effectiveness/impact:

Trust Finance Committee meetings, CFO engagement with Business Manager and local school HT, Academy Committee meetings and scrutiny.

Staff recruitment

It is the responsibility of local school leaders to ensure that:

- Staffing levels at the school are maintained in an effective and sustainable manner
- Recruitment processes are in line with the Trust approach to open, fair and equitable recruitment.
- The recruitment process is planned and staffed in accordance with the Trust Scheme of Delegation, for example where senior posts are advertised.
- New appointments are approved by the Trust finance team prior to the posting of any advertisement

Quality assurance of effectiveness/impact:

Trust Finance committee meetings, HT/CEO link meetings, Academy Committee meetings, no vacancies in key roles, successful retention of high quality staff.

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Stakeholder engagement including parents and carers

It is the responsibility of local school leaders to ensure that:

- The school website is well maintained and compliant with all statutory information. It is interesting and engaging.
- There is a communication strategy in place.
- Lines of communication are made clear to parents and carers e.g. email addresses, phone numbers, face to face.
- Parents and the wider community are regularly updated with important information including dates.
- Parents and carers are encouraged to take an active role in the learning of their children.
- The wider community are invited to participate in school events.
- Parents are represented on the academy committee.
- There is an 'open door' culture at school where parents and carers are invited in and governors and trustees are encouraged to look beyond what the HT tells them at meetings in order to see for themselves.
- There are strong links with the local community.
- Staff understand their role in building and maintaining strong relationships with parents/carers, and governors/trustees.

Quality assurance of effectiveness/impact:

Parent questionnaire, staff questionnaire, Academy Committee minutes, Ofsted, School self evaluation, school improvement plan, community feedback

Communication

Within the Helix Academies Trust

- Leaders at all levels understand the importance of clear and effective communication.
- Leaders at all levels take deliberate steps to ensure that school policies, priorities, changes or upcoming events are communicated exceptionally well.
- Leaders utilise a wide range of communication methods to ensure that messages are received by as wide an audience as possible
- Leaders are mindful of staff workload and wellbeing, and put in place safeguards to limit unnecessary or unhelpful communication
- The school approach to communication is reviewed regularly

Quality assurance of effectiveness/impact:

Annual staff surveys, Staff and parent voice, curriculum reviews, staff appraisal meetings.

Safeguarding

It is the responsibility of local school leaders to ensure that:

- A strong culture of safeguarding is evident from the website, at the entrance of school and throughout the building. This culture is made explicit and is protected by everyone.
- Systems and mechanisms are understood by the whole school community. There is an understanding about the difference between reporting and recording.
- The school has a culture where scrutiny and feedback in all areas are welcomed, and particularly evident in safeguarding. The safeguarding governor/trustee is aware of systems and processes and is satisfied that the school effectively safeguards the children.
- Transparency and accountability are prioritised.
- All statutory safeguarding documents have been read and understood by all, these are tested and staff are reminded throughout the school year.
- Annual safeguarding audit is completed and shared.
- Safeguarding forms part of the school improvement plan.

Quality assurance of effectiveness/impact:

Self evaluation of school, school improvement plan, report to trustees, Trustee/Exec HT report

Raising student attendance

It is the responsibility of local school leaders to ensure that:

- There is a clear attendance policy that is understood by all staff members
- All staff are aware of the role that they play in raising pupil and student attendance
- Effective steps are taken to ensure that parents understand the importance of high levels of attendance, and work with the school in raising levels of attendance
- Trust wide policies such as rewarding good attendance and challenging poor attendance are followed consistently.
- Attendance data is tracked and leads to concrete actions.

Quality assurance of effectiveness/impact:

Attendance data over time, attendance of key groups over time.

