Scheme of Delegation 2025/2026

Decision Making Matrix

Responsible: the body, individual or team that carries the accountability for this area and is the decision maker where decisions or formal approval is required.

Deliver (Implement): the body, individual or team responsible for implementing and delivering the work in this area in line with the agreed policy or plan.

Recommend: the body, individual or team that makes recommendations in this area to the decision maker or decision-making body.

Area	Key responsibilities	Board of Directors	Executive Leadership Team	Executive Headteacher/ Headteacher
Strategic Leadership				
Vision and culture	Trust statements of vision, values, ethos and mission	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Trust strategic direction, development priorities and associated KPIs/metrics by which progress will be assessed	Responsible	Recommend Deliver	Deliver for the academy(ies)
Governance function (General)	Holding the Executive Leadership Team to account for their performance and organisational performance overall, including the effective implementation of the Trust strategy and operating plan	Responsible Deliver		
	Scheme of Delegation	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Board and Committees (including LGC/CGC) Terms of Reference	Responsible	Recommend	
	Trust policies	Responsible	Recommend Deliver	Deliver for the academy(ies)
	School policies			Recommend (to LGC/CGC) Deliver
	Monitoring of implementation of policies to ensure compliance	Responsible	Deliver	Deliver for the academy(ies)

Governance function (General)	Recording and publishing pecuniary and business interests	Responsible	Deliver	Deliver (or the academy(ies)
	Changes to the Trust Articles of Association	Recommend		
	Self and external review of the effectiveness of governance	Responsible		
	School or academy trust joining RISE	Responsible	Recommend	

	Due diligence for schools potentially joining the Trust	Responsible	Recommend Deliver	
	Restrict responsibilities of a LGC/CGC	Responsible	Recommend	
	Board induction, training and review	Responsible Deliver	Recommend Deliver	
	Succession planning for Board and CEO	Responsible		
	Succession planning for Executive Leadership Team posts (except CEO)		Responsible Deliver	
	Appointment and removal of Board Chair and Vice-Chair	Responsible		

Governance Function (Appointments)	Board Committee membership: appointment and removal of Committee members and Chairs	Responsible		
	Appointment and removal of Chairs of LGCs/CGCs	Responsible	Recommend	
	Appointment and removal of Clerk to the Trust Board	Responsible	Recommend	
	Appointment and removal of Clerks to LGCs/LGBs		Responsible	Recommend
	Appointment of independent internal auditors	Responsible	Recommend	
Equalities	Meet requirements of equalities legislation and guidance including the equality duty	Responsible	Recommend Deliver	Deliver for the academy(ies)

Area	Key responsibilities	Board of Directors	Executive Leadership Team	Executive Headteacher/ Headteacher
Accountability and Assurance				
Provision of Education	Pupil standards and achievement	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Curriculum model for the academy(ies)		Responsible	Recommend Deliver
	Assessment processes		Responsible	Recommend Delivers
	Pupil attendance	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Pupil behaviour	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Christian distinctiveness (Church academies only)	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Trust improvement strategy	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Academy targets and improvement plans		Responsible	Recommend Deliver
	Academy self-evaluation processes		Responsible	Deliver
	Legal responsibilities regarding SEND	Responsible	Deliver	Deliver for the academy(ies)

Inclusion and SEND	SEND policy, local offer and implementation	Responsible	Recommends Delivers	Deliver for the academy(ies)
	Safeguarding and Prevent policies, processes and compliance	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Policies and processes for children at risk	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Develops multi-agency links to support vulnerable pupils		Responsible Deliver	Responsible Deliver for the academy(ies)
Risk	Management of Risk, including the Trust Risk Register, risk controls and mitigating actions	Responsible	Recommend Deliver	
	Compliance with regulatory, contractual, and statutory requirements, including safeguarding	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Academy Risk Register including mitigating actions			Responsible Deliver
	Linking relevant academy risks into the Trust Risk Register		Responsible Deliver	
	Taking actions to address issues identified in internal and external audit reports	Responsible	Deliver	
	Financial performance and sustainability of the Trust	Responsible	Recommend Deliver	
	Assurance of the integrity of the financial information	Responsible	Deliver	
	Trust wide financial compliance and probity	Responsible	Deliver	

Finance	Financial policies, process and levels of financial authority	Responsible	Deliver	
	Setting of annual and three-year Trust Budgets	Responsible	Recommend	
	Setting of annual academy budgets		Responsible	Recommend
	Trust procurement policy and processes	Responsible	Deliver	
	Financial transactions and quotation approvals as indicated in the Financial Authority documentation	Responsible	Responsible	Responsible
	ESFA financial returns and annual report	Responsible	Deliver	
	Accountable for effective use of earmarked funding e.g. SEND, Pupil Premium, Sports Premium, catch-up funding	Responsible	Deliver	Deliver for the academy(ies)
Premises, estates and assets	Health and Safety across the Trust, including policy procedures and monitoring including audits	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Reporting on statutory requirements e.g. RIDDOR	Responsible	Responsible Deliver	Deliver for the academy(ies)
	Strategic management and maintenance of the Trust estate	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Compliance on capital projects	Responsible	Recommend Deliver	

People	Trust staff structure and complement	Responsible	Recommend Deliver	
	School/Cluster staff structure		Responsible	Recommend
	Appointment and removal of CEO	Responsible		
	Appointment and removal of Executive Leadership Team	Responsible	Recommend	
	Appointment and removal of Executive Headteacher/Headteacher/Head of School		Responsible	
	Appointment and removal of school staff			Responsible
	Quality of leadership and management across the Trust	Responsible	Deliver	
	Compliance with employment legislation	Responsible	Recommend	Deliver for the academy(ies)
	Professional development and performance management of the CEO including setting clear objectives	Responsible Deliver		
	Professional development and performance management of the Executive Leadership Team		Responsible (CEO) Deliver	
	Professional development and performance management of Executive Headteachers/Headteachers and the Central Team		Responsible Deliver	
	Professional development and performance management of academy staff			Responsible Deliver
	Shared or Cluster roles		Responsible	Recommend Deliver
	Pay and remuneration, for central executive pay to include central QTS employees and Executive Headteachers/Headteachers	Responsible (Performance Management committee recommend CEO)	Recommend (except CEO) (CEO recommend for DOE)	
	Pay and remuneration, for school based QTS employees and unqualified teachers		Responsible Through Pay Moderation Board	Recommend for the academy(ies)

Area	Key responsibilities	Board of Directors	Executive Leadership Team	Executive Headteacher/ Headteacher
Strategic engagement with stakeholders				
Admissions	Legal compliance, including schools' admissions policies	Responsible	Recommend Deliver	Deliver
	Admissions appeals	Responsible		Outsourced to DBE
	Formal request to amend PANs			DfE
Exclusions	Exclusions policy	Responsible	Recommend	Deliver for the academy(ies)
	Fixed term and permanent exclusions (permanent exclusions and those that take a pupil above the 15-day limit go to a LGC/CGC discipline panel)			Responsible Deliver
Data and Freedom of Information	Requirements of the General Data Protection Regulations (GDPR)	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Requirements under SAR and FOI	Responsible	Recommend Deliver	
	Website compliance	Responsible	Recommend Deliver	Deliver for the academy(ies)
	GIAS and Companies House compliance	Responsible	Deliver	Responsible
Complaints	Complaints policy and procedures	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Complaint against the CEO, a Director or LGC/CGC	Deliver		
	Complaint against a Headteacher/Executive Headteacher or member of the Executive Leadership Team		Deliver	
	Complaint against school staff			Deliver
	Complaint against central Trust staff		Deliver	
Relationships with Stakeholders and Communications	Strategic relationships with stakeholders	Responsible Deliver	Recommend Deliver	Deliver for the academy(ies)
	Communications strategy to engage stakeholders	Responsible	Recommend Deliver	Deliver for the academy(ies)
	Obtain the views of various stakeholder groups	Responsible	Recommend Deliver	Deliver for the academy(ies)

Scheme of Delegation: Members

The Members have the following specific responsibilities:
- To ensure the Directors are exercising effective governance of the Academy Trust
- To appoint and remove Directors
- To appoint and remove Members
- By special resolution, to issue direction to Directors to take specific action
- To make amendments to the Articles of Association, subject to any restrictions created by the funding agreement or charity law. This requires special resolution by 75% of members: the Leicester Diocesan Board of Education and DFE must also agree)
- To appointment and remove the Trust's External auditors

The Members have the power to change the name of the charitable company and ultimately to wind up the Trust
To carry out their functions the Members must meet annually at the Annual General Meeting (AGM, and may meet on other occasions, should they determine, that additional meetings will enable them to better carry out their role.

At the AGM, the Members must:
- Receive the annual audited accounts
- Receive an annual update on the progress of the Trust from the Chair of the Board And at the AGM Members should:
- Consider issues that emerge from the annual audited accounts and the update on the progress of the Trust

Members should note that the attendance of three Members is required for the meeting to be quorate.

Scheme of Delegation: Local Committees

Local governors' work is defined by their Terms of Reference. They also have a number of decision-making roles as per Rise policies:
- Governors may form part of a panel convened to uphold or rescind the Headteacher's decision to permanently exclude a pupil, working in line with trust policy and national guidance. They may also be called to consider reinstatement of a pupil who has been suspended within certain conditions
- Support with school level **complaints** in accordance with the relevant policies

Terms of Reference: Local Governance Committees/Cluster Governance Committees

Culture and ethos (all schools)
- Understands the quality of **pupils' behaviour** in school and support and challenge school leaders to make/secure improvements over time
- Understand pupils' levels of **attendance** and to support and challenge school leaders to make or sustain improvements as required, particularly for disadvantaged and SEND pupils
- Understand what **pupils say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement
- Support and challenge leaders to ensure the academy's **vision and values** are known and lived by the school community
- Support and challenge leaders to ensure that pupils understand the **fundamental British values (FBV)** and are ready for life in modern Britain
- Support and challenge leaders to ensure pupils' **social, moral, spiritual and cultural** development is as strong as it can be
- Governors may form part of a panel convened to uphold or rescind the Headteacher's decision to permanently **exclude** a pupil, working in line with trust policy and national guidance. They may also be called to consider reinstatement of a pupil who has been **suspended** within certain conditions
- Understand the quality and equity in the academy's **personal development and extra-curricular** offer and to support and challenge leaders to ensure all pupils, particularly those who are disadvantaged and those with SEND, have equal access to this

Christian Distinctiveness (CofE only)
- challenge and support leaders to ensure the **distinctive character of worship and religious education** of the academy
- Support and challenge leaders to ensure that the school's **Christian vision** and values are rooted in the local context and community and lived

Community
- Understand what **parents say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement
- Manage school level **complaints** in accordance with the relevant policies
- Ensure that school level information, including the relevant sections for Church Schools, is accurate and accessible on the academy's **website**

Safeguarding
- Understand the **safeguarding culture** that leaders have created and support and challenge them to strengthen or sustain excellence

Academy/school improvement

Understand school **self-evaluation:**

- Curriculum impact on pupils inc Rise+, SEND, EYFS
- Pupils' performance compared to trust/national (above)
- Pupils' behaviour and personal development inc attendance (above)
- The culture of safeguarding (above)

- Understand the **School Improvement Plan (SIP)**
- Support and challenge school leaders on the **delivery** of the SIP

People

- Support **Headteacher recruitment**
- Support school leaders with wider **staff recruitment**, as required
- Understand what **staff say** about school life, through annual surveys and support and challenge leaders to identify and act upon the areas of improvement