



Fylde Coast Academy Trust

Scheme of Delegation

Effective Date: March 2016

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| Revisions approved by FCAT Board of Directors |
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| March 2016 |
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1 Background and Context

1.1 Fylde Coast Teaching School

Fylde Coast Teaching School Ltd was formed by Hodgson Academy and Blackpool Sixth Form College in 2012 to promote the highest standards of teaching, learning and assessment across each phase of education. An alliance of 17 Strategic Partners, made up of high performing schools across the Fylde Coast committed to these aims, was also developed. The Teaching School has facilitated the designation of SLEs, LLEs, NLEs and NLGs who are able to provide a range of school improvement services to education organisations across the Fylde Coast. More recently two other schools in our Alliance have gained Teaching School status and continue to drive up standards within our Alliance. They are Hambleton Academy and Breck Primary School, Poulton.

1.2 Fylde Coast Academy Trust

Fylde Coast Academy Trust (FCAT) is a company, limited by guarantee, and an exempt charity. FCAT's principal activities are to advance, for public benefit, education in the UK by establishing, maintaining, carrying on, managing and developing academies. Supported by the Teaching School, its main aim is to develop teaching, learning and leadership in all its academies resulting in improved outcomes and life chances for learners. In 2015/16 FCAT moved from a position of sponsoring academies to building a mixed-economy, multi-academy trust.

1.3 Director Responsibilities

This Scheme of Delegation explains the ways in which the FCAT Directors fulfil their responsibilities for the leadership and governance of the Trust, the respective roles and responsibilities of the Directors and the Academy Councils and any other commitments to each other that will ensure the success of the academies.

This Scheme of Delegation has been put in place by the FCAT Directors from the Effective Date in accordance with the provisions of the FCAT's Articles of Association (the "Articles") and it should be read in conjunction with those Articles. References in this Scheme to numbered Articles are to the relevant clause of the Articles.

This Scheme of Delegation will be reviewed on an annual basis by the FCAT Board of Directors.

2 Ethos and Values

2.1 Mission statement of FCAT

"To promote excellence in teaching, learning and leadership"

2.2 Our guiding principles are:

- To work locally to ensure maximum support where and when it is needed
- To provide a catalyst for innovation and problem solving
- To inspire a generation to be the best they can be
- To foster collaboration and knowledge sharing across our educational communities

2.3 Our key objectives are:

- To transform the lives of young people by raising aspirations and achievements

- To give learners consistency of standards across different schools to enable confident progression to the next level
- To share resources and knowledge to provide outstanding value for money and reduce duplication
- To have one voice in a rapidly changing external environment
- To provide professional learning communities to support teacher development
- To raise attainment in English, Maths and Science

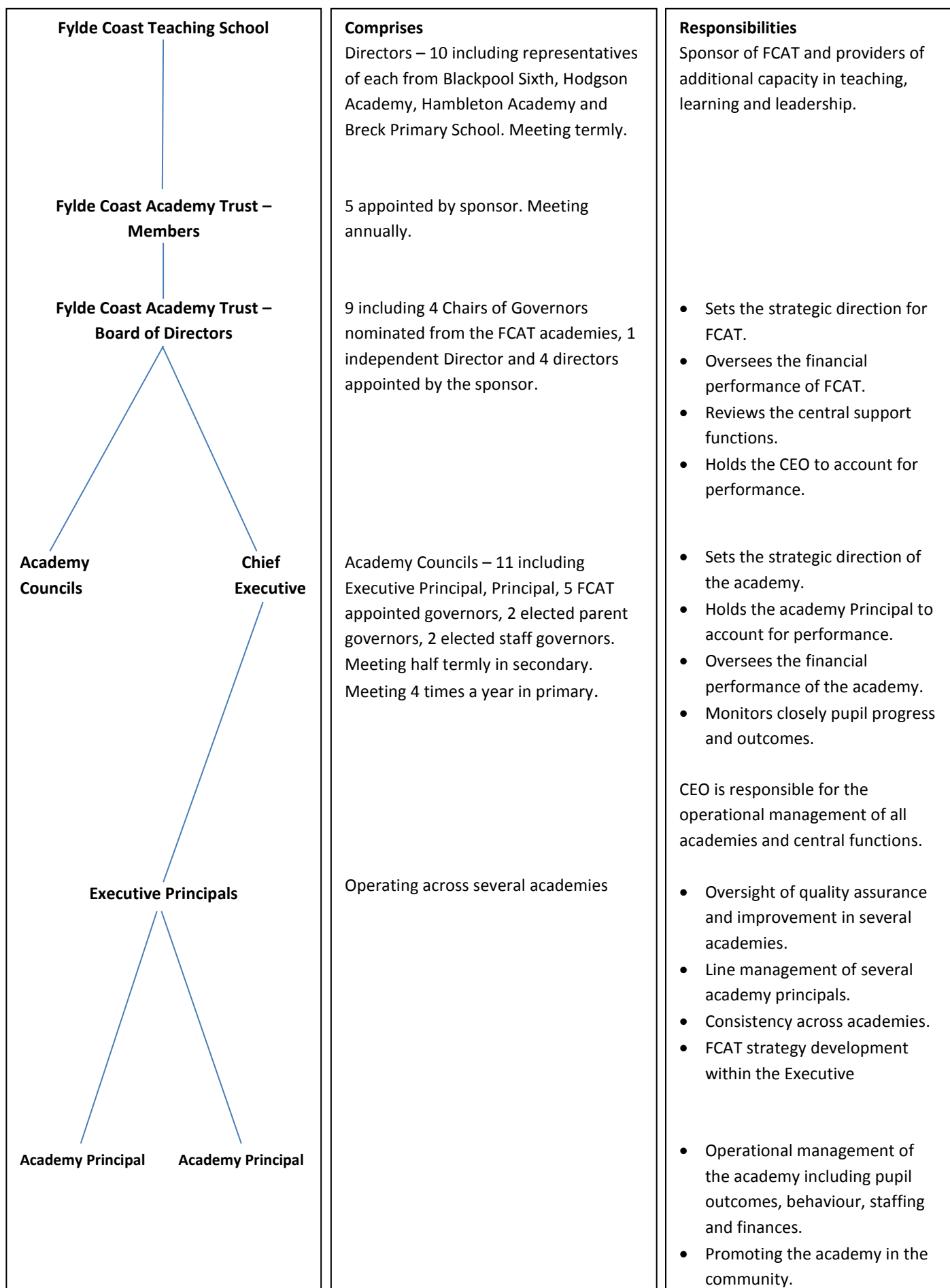
Our Core Values and Non-negotiables guide the behaviours of our pupils, staff and governors. They exemplify our ambitions to demonstrate the highest standards and role models.

| Core Values | Non-negotiables |
|--------------------|----------------------------|
| Pride | Children first |
| Ambition | High expectations |
| Respect | No excuses |
| Resilience | Passion for learning |
| Integrity | Working together |
| Excellence | Consistency and compliance |
| | Outward facing |

Whilst the Academy Council shall be responsible for ensuring that the Academy is conducted in accordance with its ethos and values, the determination of the Academy's guiding principles and key objectives shall be the responsibility of the Directors.

At all times, the Directors and the Academy Council shall ensure that the Academy is conducted in accordance with the objects of FCAT, the terms of the trust governing the use of the land which is used for the purposes of the Academy and any agreement entered into with the Secretary of State for the funding of the Academy.

Structure – With the increasing number of academies FCAT retains its same governance structure but will introduce the concept of Executive Principals



3 Structure

3.1 Fylde Coast Teaching School (FCTS)

The Fylde Coast Teaching School is the principal sponsor of the Fylde Coast Academy Trust and its role is to appoint Members, 2 Directors and the Chair to the Fylde Coast Academy Trust. It provides additional capacity and support for teaching, learning, assessment and leadership as appropriate.

Fylde Coast Academy Trust (FCAT)

Each Academy is ultimately governed by the Fylde Coast Academy Trust (“FCAT”) and its Board of Directors. The Board of Directors sets the vision and direction for FCAT and has ultimate authority and responsibility.

Article 100 provides for the appointment, by the Directors, of committees to whom the Directors may delegate certain of the functions of the Directors. The committees of FCAT are the Academy Councils, the Audit Committee, the Remuneration Committee and the Safeguarding Board. In addition, Working Parties, Task Groups, and Panels may be established and convened by the Board of Directors if required.

In recognition of the Directors’ power to delegate under Articles 105 and 107, FCAT Directors delegate authority to appropriate persons as follows:

- Delegation of the governance of each Academy to a Local Governing Body known as the Academy Council;
- Delegation of the operational management of each Academy to the Chief Executive and the relevant Executive Principal as agreed.

4 Roles & Responsibilities

4.1 FCAT Directors

- Accountability to external government agencies, including the Department for Education (and any successor bodies), for the quality of the education provided and the establishment of systems through which they can assure themselves of quality, safety and good practice;
- Overall responsibility and ultimate decision making authority for all the work of FCAT, including the establishing and running of Academies;
- A duty to act in the fulfilment of FCAT’s objectives. The Directors have the power to direct change where required;
- Set and review the vision and direction of FCAT;
- Appointment of Chief Executive and Executive Principals;
- Hold the Chief Executive to account for standards at all FCAT Academies;
- Approval and review of all policies and procedures required by law and best practice including but not limited to:
 - Complaints Procedure
 - Admissions Policy
 - Health & Safety Policies
 - HR policies

- Finance Procedures
- Permanent Exclusion Procedure
- Safeguarding Procedures;
- A regard to the interests of all Academies for which FCAT is responsible in deciding and implementing any policy or exercising any authority in respect of an Academy;
- Appointment and removal of Academy Council Governors, see below;
- Final approval of proposed capital programmes;
- Final approval of Academy and central budgets;
- Oversight financial monitoring across FCAT;
- Absolute discretion to review this Scheme of Delegation at least on an annual basis and to alter any provisions of it. In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Directors will have regard to and give due consideration of any views of the Academy Councils.

4.2 Chief Executive

- Accountability to the Board of Directors for the quality of the education provided;
- Preparation of all policies required by law and best practice for submission to the Board of Directors;
- Implementation and monitoring of all policies and procedures, reporting progress and matters of concern to the Board of Directors;
- Appointment of Academy Principals and Academy Deputy Principals;
- Line management of Executive Principals and Academy Principals;
- Preparation of Academy and Central budgets for submission to the Academy Councils and Board of Directors;
- Financial monitoring across FCAT;
- Oversight of quality improvement processes and corporate services.

4.3 Executive Principals

- Implementation and monitoring of all policies and procedures, reporting progress and matters of concern to the CEO and the FCAT Executive;
- Overall responsibility for quality improvement processes and improving pupil outcomes via line management of at least 2 academy principals;
- Identification of and response to specific needs in individual academies;
- Engagement with the quality improvement groups;
- Representation with outside bodies;
- Acting as a critical friend to the Academy Principal;
- Provision of support for inspection.

4.4 Academy Principal

- Ensure the vision for the academy is clearly articulated, shared, understood and acted upon effectively by all;
- Translate the vision into agreed objectives and operational plans to promote and sustain improvement;
- Motivate and work with academy employees to create a shared culture and positive climate;

- Determine, organise and implement a diverse, flexible curriculum with an effective assessment framework;
- Establish creative, responsive and effective approaches to teaching and learning;
- Ensure a consistent and continuous academy-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
- Develop a culture and ethos of challenge and support;
- Demonstrate and articulate high expectations and set stretching targets;
- Monitor, review and evaluate classroom practice and promote improvement strategies;
- Challenge underperformance at all levels and ensure effective corrective action and follow up;
- Implement strategies which secure high standards of behaviour and attendance;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- Implement policies and procedures effectively in line with FCAT requirements;
- Manage the academy financial and human resources effectively and efficiently;
- Manage and organise the academy environment effectively and efficiently;
- Develop and present a coherent, understandable and accurate account of academy progress and performance to a range of audiences including the Academy Council;
- Link with FCAT central support services.

4.5 Academy Council

- Set and review the vision and direction for each Academy within the framework of FCAT's vision;
- Approve the Academy budget;
- Oversee financial monitoring of their Academy;
- Hold the Academy Principal to account for standards at their Academy and report regularly via the Chair of Governors to the Directors;
- Act as a critical friend to the Academy Principal;
- Approve capital programmes before submission to the Board of Directors;
- Support the Academy Principal with a limited number of statutory duties, eg pupil exclusions;
- Oversee Safeguarding in the academy through attendance at the Safeguarding Board;
- Review regularly Health and Safety concerns and the Academy Risk Register.

Academy Councils are not responsible for the operational and day to day management of the Academy. This is the remit of the Academy Principals who report to the Executive Principal.

The Academy Councils may comprise the following:

| Type of Member | Number | Term of Office | Selected by |
|---------------------|---------|----------------|--|
| Executive Principal | 1 | Indefinite | Appointment as Executive Principal by FCAT Board/CEO |
| Academy Principal | 1 | Indefinite | Appointment as Academy Principal by CEO and Academy Council, assisted by Executive Principal |
| Sponsor Governor | Up to 5 | 4 years | Appointment by FCAT Board with reference |

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| | | | to the skills matrix following an interview process |
| Staff Governor | 2 | 4 years | Staff election – secret ballot to be organised by Academy in line with the Election Policy. Due to potential conflicts of interest, members of the Senior Leadership Team are not eligible to apply. |
| Parent Governor | 2 | 4 years, or duration of child’s time in school, whichever is shortest. | Parent election – secret ballot to be organised by Academy in line with the Election Policy or appointment by Academy Council with reference to the skills matrix following an interview process |

Chair and Vice Chair of the Academy Council

The Chair and Vice-Chair will be appointed by the FCAT Board. The Chair will be appointed as a Director of FCAT for the duration that this position is held. If the number of Academies in FCAT exceeds 4, the Chairs of the Academy Councils will elect 4 from amongst their numbers to be Directors. The Chair of the Academy Council, when acting as the Academy’s representative, shall normally consult with the Academy Council before voting on any resolution of the Board of Directors and should ensure feedback from the Directors to the Academy Council on all matters of interest.

The Academy Councils will ensure that governance arrangements are conducted effectively and within statutory powers and that the Academies receive effective challenge and direction. FCAT will provide each year a number of training opportunities for its Governors. All Governors are expected to attend a Governor Away Day normally in March/April to consider the strategic direction of FCAT, to assess the effectiveness of the Academy Council and to receive essential updating.

A Governor shall cease to hold office by resignation, removal or disqualification in line with the Articles of Association. A bi-annual review of individual Governors will be conducted by the Academy Chair.

Clerking of the Academy Council will normally be provided by FCAT’s central services as part of the resource charge.

4.6 Safeguarding Board

The Safeguarding Board is formed from representatives from each of the FCAT Academies and provides assurance on safeguarding matters to each institution and a platform for sharing best practice. It is led by an independent Chair with acknowledged experience and expertise in the field of safeguarding and will meet 5 times in each academic year.

Its responsibilities are to:

- Provide assurance to the FCAT Board of Directors in matters of safeguarding;
- Monitor the progress of current Safeguarding Plans and development plans in each institution;
- Monitor staff training;

- Undertake detailed reviews into a range of safeguarding cases, two or three per institution throughout the year selected by the Safeguarding Board with the aim of:
 - 1) establishing best practice
 - 2) identifying opportunities to improve processes and procedures
 - 3) working collaboratively with Senior Leadership Teams to implement enhanced safeguarding processes
 - 4) proposing additional linkages to external agencies to improve each institution's responses;
- Advise each institution's Academy Council on matters concerning the quality and effectiveness of safeguarding activities, including new policy and training initiatives;
- Recommend to each institution's Academy Council appropriate targets for improvement in safeguarding activities;
- Consider matters referred by the FCAT Board of Directors or each institution's Academy Council in the area of safeguarding;
- Prepare a biannual report on its work and outcomes to the FCAT Board of Directors.

The Safeguarding Board may comprise the following:

- 1 Independent Chair (appointed by FCAT Board of Directors)
- 1 Senior Designated Member of Staff for Safeguarding (DMSS) from each institution
- The Safeguarding Governor from each institution
- 1 Governor/appropriate staff member from each institution

5 Central Functions and Quality Improvement

A fee, usually expressed as a percentage of the income of each Academy, is levied which enables all Academies access to a range of functions and services as and when required. This includes support for SEF, development plans and quality assurance. If necessary, specific charges may be made for bespoke intervention when curriculum and performance require e.g. long term or significant leadership support.

In order to benefit from collective purchasing opportunities, FCAT will use its Finance Panel in conjunction with the Academies and partners to ensure consistent value for money and high quality of service.

6 Budget Setting

All final Academy and Group budgets for the following academic year must be submitted to the FCAT Board of Directors for ratification by June 30 each year. Budgets require authorisation by the Academy Principal, Executive Principal and Academy Council prior to being presented to the FCAT Board. Budgets should always be submitted on a surplus basis in line with the Reserves Policy. Any deficit or anticipated deficit should be advised to the FCAT Board of Directors immediately on occurrence, discovery or first expectation.

All Academy Principals in conjunction with their Academy Council and Executive Principal will submit to the FCAT Board of Directors for approval their Academy Improvement Plan for the following

academic year by 30 June each year and their Self Evaluation Form (SEF) for the previous academic year by 31 October immediately following the end of the academic year.

Academy Principals will work within specific parameters as follows:

- Staffing costs to remain below 75% total income
- Budgets and actual financial outcomes to run at a surplus in line with the Reserves Policy

The Board of Directors may set additional parameters where it is thought to be appropriate. It is acknowledged that for new academies joining the Trust there may be a legacy curriculum in place. This may require a plan to adjust to the above performance indicator over time.

7 Communications

The Academy Council will receive at least one week in advance of the meeting:

- Academy Principal Report (standard format)
- Financial Monitoring Report

Meetings of the Academy Councils will take place two weeks in advance of the Board of Directors meeting.

The Board of Directors will receive at least one week in advance of the meeting:

- Minutes of the Academy Council
- Minutes of the Audit Committee, Remuneration Committee and Safeguarding Board
- Consolidated Financial Monitoring Report
- Consolidated Pupil Progress Report

Chairs of the Academy Council will report at each Directors meeting what key issues/risks may have arisen during the last half term.

8 Associated Policies

This scheme of delegation should be read in conjunction with the following policies:

- Terms of reference
 - Board of Directors
 - Audit Committee
 - Remuneration Committee
 - Safeguarding Board
 - Academy Council
- Financial Regulations
- Governor/Director/Staff Code of Conduct
- Human Resource Management Policies
- Admissions Policy
- Complaints Procedure
- Health & Safety Policy