Scheme of Delegation

Nova Education Trust

Approved by:	Nova Education Trust Board	**Date:**	September 2025
Last reviewed on:	July 2025		
Next review due by:	September 2026		

The status of the scheme of delegation

Since its inception Nova Education Trust has valued the power of local governing boards in being a voice and advocate for their communities. We have therefore welcomed the commitment made by the government in its *Schools White Paper 2022* that every trust will have a local governing body.

Whilst Nova Education Trust (NET) is accountable in law for all decisions about the Trust and its schools. It is vital to ensure there are systems in place so the Board is assured of the quality of education as well as the safety and good practice of activity within the Trust. However, this does not mean the Board is required to undertake all tasks or make all the decisions itself and so through this Scheme of Delegation Trustees have sought to formalise their support for the trusts Local Governing Boards, and their role, in being:

- recipients of detailed information about how their schools are being managed
- tasked with scrutinising management information thus providing assurance to trustees that the school is operating within the ethos and values of the trust, working within agreed policies and targets, engaging with stakeholders and acting as local ambassadors.

Our Scheme of Delegation was based upon the National Governors Association (NGA) scheme of delegation for multi academy trusts (7/2023 version). It sets out the delegated functions within NET's governance structure and covers statutory and essential responsibilities.

The intention of this document is to:

• Set out delegations for specific areas of activity or decision making in a clear, usable format

• Provide clarity, consistency and avoid duplication or overlap in governance

• Seek to place governance decision making as close as possible to the point of impact.

NET's approach to governance allows it to adapt to the different needs of the schools. There may be circumstances when the Board will need to intervene and choose to withdraw specific delegated authorities although these are expected to be the exception rather than the rule. Possible examples where this may be required include, but are not limited to, significant concerns within a school which may relate to safeguarding, finance, educational performance or an adverse Ofsted inspection.

Tiers of Governance

NET has three clear layers of non-executive governance. Non-executives are volunteers and NOT employees:

1. members
2. trustees
3. governors

NET has two layers of executive governance. Executives/trust Leaders are employees of the Trust:

1. executive strategic leaders (led by the CEO)
2. trust leaders (Headteachers)

Who does what, and who holds who to account is set out in a diagram form in Appendix 3.

Members

The Academies Financial Handbook and the Trust's Articles of Association, together with relevant legislation, contain key information on Members. Members are the custodians of governance, playing an 'eyes on, hands off' role. Members have specific roles which can include (subject to Trust documents and relevant legislation):

• Amending the articles of association

• Appointing or removing Members or trustees

• Appointing the Trust's auditors and receiving the audited annual accounts

• The power to change the Trust's name and, ultimately, wind it up.

Trustees

The legal accountable body for NET is the board of Trustees. The Board is responsible to the Secretary of State for Education for the effectiveness of each of our schools. Members of the Board fulfil the duties of company directors, trustees and governors; they are referred to within Nova as trustees. It is recognised that, whilst the Board can choose to delegate some of its functions, it cannot delegate its responsibilities.

From its inception Nova Board has established one local governing committee for each school, with a key role to provide local input into school plans, budgets, community and stakeholder engagement, and review alignment with Nova strategy, approach, ethos and values. In addition, there is Education Committee, Finance & Operations Committee, Audit Committee and People & Remuneration Committee. These Board sub-committees are well established and are used to review, scrutinise and discuss key areas to ensure the Board has sufficient understanding and oversight. Detailed committee roles are set out in the terms of reference.

The board of trustees appoint the chief executive (CEO), to whom it delegates responsibility for the conduct and performance of the trust, including the performance of the schools within the trust, and for its financial management.

Chair's Power to Act Appendix 1 to the Scheme of Delegation sets out the circumstances in which the Board of Trustees delegates to its Chair and to the Chairs of LGBs power to act on its behalf

Governors

Being close to and representative of the community the school serves, the academy committees (LGBs) should be:

- the recipients of detailed information about how their schools are being managed
- tasked with scrutinising management information thus providing assurance to trustees that the school is:
    - operating within the ethos and values of the trust and creating a positive climate for all stakeholders
    - working within agreed policies
    - meeting the agreed targets
    - engaging with stakeholders
    - acting as an ambassador for the school and trust
- the trust board should demonstrate the value they put on local governance by ensuring effective channels of communication between trustees and academy committees (LGBs), as well as providing specific training and development programmes for all involved in the governance of the trust.

The role of the chief executive

- the trustees delegate the day-to-day management of the trust to the chief executive, line managing them in line with the trust's appraisal and performance management policies.
- the chief executive is also the accounting officer and so is not only responsible for the performance of the trust, as a whole, but has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the board about compliance with the funding agreement and the Academies Financial Handbook.
- the chief executive will be responsible for the leadership and management of the central executive team and the schools' headteachers and will report to the trust board and its committees.

The role of the executive strategic leaders

- The chief executive delegates the day-to-day management of the trust to the executive strategic leaders, line managing them in line with the trust's appraisal and performance management policies.
- The central strategic directors are responsible for identified strategic strands delegated to them by the CEO.

The role of headteachers

- Headteachers have been delegated the day-to-day management of their school and are line managed in accordance with the trust's appraisal and performance management policies.
- Headteachers share information about how the trust is managing the school with the academy committee (LGB) so that committee members build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.
- Strategic Directors delegate the day-to-day operational management requirements of the trust to the Headteachers, line managing them in line with the trust's appraisal and performance management policies.

Scheme of Delegation Matrix

This scheme of delegation matrix is taken, and adopted, from the National Governance Association Model published July 2023. It covers statutory and essential responsibilities.

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

		Members	Trustees	CEO	Local Governing Board	Headteachers
1. Board business						
1.1	Appoint/remove members	*A/R				
1.2	Appoint/remove trustees	*A/R	*A/R			
1.3	Elect chair of trustees		*A/R			
1.4	Appoint and remove board committee chairs		*A/R			
1.5	Establish and review trust governance structure		*A/R	C		
1.6	Agree named safeguarding trustee		*A/R			

1.7	Agree named SEND trustee lead		*A/R			
1.8	Agree named careers trustee lead		*A/R			
1.9	Appoint/remove academy committee chairs		*A	R	C	
1.10	Appoint/remove academy committee members		*A	R	C	
1.11	Appoint trust governance professional		*A	R		
1.12	Agree academy committee clerking arrangements		*A/R		C	
1.13	Articles of association: review		*A/R			
1.14	Articles of association: ratify	*A/R				
1.15	Agree committee terms of reference		*A/R	C	C	C
1.16	Complete annual review of scheme of delegation		*A	R		
1.17	Complete annual trust board self-review		A/R			
1.18	Complete review of local governance	C	A	R	C	C
1.19	Publish governance arrangements on trust and schools' websites		*A	A/R		R
1.20	Ensure trust website is compliant and effective		*A	R		
1.21	Ensure school websites are compliant and effective		*A	A	R	R
1.22	Submit annual report on the performance of the trust to members and publish		A	R		
1.23	Commission external review of board effectiveness every three years [next due 2026]	C	A/R	C		
1.24	Annually report work of academy committee: submit to trust and publish		A	C	R	C
	2. Vision and Strategy					
2.1	Determine trust's vision, strategy and key priorities		A/R	R	C	C
2.2	Apply trust vision and strategy to individual schools		A	R	C	R
2.3	Determine trust-wide policies which reflect the trust's ethos and values		*A	R		

2.4	Determine school level policies		*A	R	C	R
2.5	Establish risk register and conduct regular review		*A	R	C	C
2.6	Ensure engagement with stakeholders		A	R	R	R
	3. Finance					
3.1	Appoint and remove external auditors	*A/R	C			
3.2	Appoint and performance manage chief financial officer		*A	R		
3.3	Produce trust's scheme of financial delegation		*A	R		
3.4	Receive external auditors report	*A/R				
3.5	Action recommendations made by external auditors		*A	R		R
3.6	Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		*A	R		
3.7	Submit ESFA required reports and returns		*A	R		
3.8	Agree budget plan to support delivery of trust strategic priorities		A	R		
3.9	Agree budget plan to support delivery of school strategic priorities		*A	A	R	R
3.10	Monitor trust budget		*A	R		
3.11	Carry out benchmarking and trust-wide value for money evaluation		C	A/R		
3.12	Agree reporting and monitoring arrangements for trust and school budgets		*A	R	C	C

4. Human Resources

4.1	Appoint and dismiss CEO/accounting Officer		*A	R		
4.2	Performance manage CEO		*A/R			
4.3	Agree CEO pay and reward		*A/R			
4.4	Conduct executive team performance management		C	A/R		
4.5	Conduct headteacher performance management			A/R	C	
4.6	Agree headteacher pay and reward			A/R	C	
4.7	Review and agree staff appraisal procedure and pay progression		A	R		C
4.8	Determine executive team staffing structure		*A	R		
4.9	Determine school staffing structure			A	C	R
4.10	Headteacher appointments and dismissal			A/R	C	
4.11	Trust wide pay policy, terms and conditions of employment		*A	R		
4.12	Determine disciplinary and capability policies		*A	R		
4.13	Implement disciplinary and capability procedures – CEO		A/R			
4.14	Implement disciplinary and capability – central team		A	R		
4.15	Implement disciplinary and capability procedures – schools		A	C	C	R
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A	C		

5. Education

5.1	Approve trust curriculum/school curriculum and curriculum policy		A	R		C
5.2	Ensure high standards of teaching and learning		A	R	C	R
5.3	Delivery of curriculum			A		R
5.4	Set targets for trust outcomes		A	R		
5.5	Plan and deliver individual school improvement interventions and strategies			A	C	R
5.6	Agree trust behaviour policy		C	A/R	C	C
5.7	Implement behaviour policy			A		R
5.8	Review permanent and fixed term exclusions		*A/R		R/C	
5.9	Agree admissions policy		*A	R	C	C
5.10	Admissions appeal process		*A	R	C	C
5.11	Determine complaints policy		*A/R	C	C	
5.12	Implement complaints procedures		*A/R	R	R	R

6. Community

6.1	Developing stakeholder partnerships across the trust		A	R	C	C
6.2	Developing stakeholder partnerships at school level			C	A	R

	7. Education					
5.1	Approve/reject proposals for the acquisition/disposal of land/buildings		A	R/C	C	C
5.2	Approve capital works and long -term building projects, based on annual conditions and the Estates 5 Year Strategy			A/R	C	C
	8. Health & Safety					
6.1	Authority to take action required to ensure that all Health & Safety policies and procedures are being adhered to at Trust level			R	R	R

Appendix 1 – Chair's Power to Act

Purpose:

This document sets out the circumstances in which Nova Education Trust (the Trust) Board of Trustees delegates to its Chair and to the Chairs of Local Governing Bodies power to act on its behalf.

Introduction:

Chairs have no additional functions or responsibilities above any other Trustee or Governor and cannot act in isolation. However, Chairs are permitted to act in urgent situations, where a delay in acting or making a decision would cause a serious, detrimental effect to the Trust or one of its' academies, a pupil, parent or member of staff – this is known as a Chair's Power to Act.

The Trust Board, its committees and Local Governing Bodies must conduct all their business and activity through their schedule of meetings and the various procedures which govern them, namely the Trust's Scheme of Delegation.

Context:

The Trust's Articles of Association allows delegation as follows:

105. The Trustees may delegate any of their powers or functions (including the power to sub-delegate) to any Trustee, committee (including any Local Governing Body), the Chief Executive Officer or any other holder of an executive office. Any such delegation shall be made in writing and subject to any conditions the Trustees may impose, and may be revoked or altered.

105A. A Trustee, committee (including any Local Governing Body), the Chief Executive Officer or any other holder of an executive office to whom a power or function of the Trustees is delegated under Article 105 may further sub-delegate those powers or functions (or any of them) to a further person. Where any power or function of the Trustees is sub-delegated by any person to whom it has been delegated, that person must inform the Trustees as soon as reasonably practicable which powers and functions have been further delegated and to whom, and any such sub-delegation shall be made subject to any conditions the Trustees may impose, and may be revoked or altered by the Trustees.

106. Where any power or function of the Trustees has been exercised by any committee (including any Local Governing Body), any Trustee, the Chief Executive Officer any other holder of an executive office, or a person to whom a power or function has been sub-delegated under Article 105A, that person or committee shall report to the Trustees in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trustees immediately following the taking of the action or the making of the decision.

Trustees and governors should refer to the Trust's Scheme of Delegation to ascertain which functions have been delegated and to whom.

Circumstances where Chair's Power to Act may be used:

There is no automatic right for anyone individually to perform any of the functions for which Trustees and Governors are responsible.

Exceptional circumstances may arise when a delay in exercising a function of the Board or Local Governing Body is likely to be seriously detrimental to the interest of:

1. The Trust or one of its academies; or

2. A pupil (or their parents) at one of the Trust's academies; or

3. A person who works for the Trust or one of its' academies

In the circumstances outlined above, the Chair of the Board of Trustees or the Chair of the respective Local Governing Body (or, in the absence of the Chair, the Vice Chair) has the power to carry out the required functions. If a Chair takes action under any of these circumstances, he/she will first consult with the Executive Headteacher and also, if necessary/appropriate, seek the advice of the Chief Executive Officer.

Chair's emergency powers to act should on be used in rare and genuinely urgent situations. Chairs should resist the temptation to make decisions outside of Board or Local Governing Body meetings except in cases of real urgency.

Any actions taken under Chair's Emergency Power to Act must be reported to the Board/respective Local Governing Body at the first available opportunity. The form at Appendix 2 should be used to record the use of any actions.

Removal of Power to Act:

The delegation of Power to Act will be removed from any Chair who abuses the delegation or fails to report any actions to the Board/Local Governing Body as soon as possible.

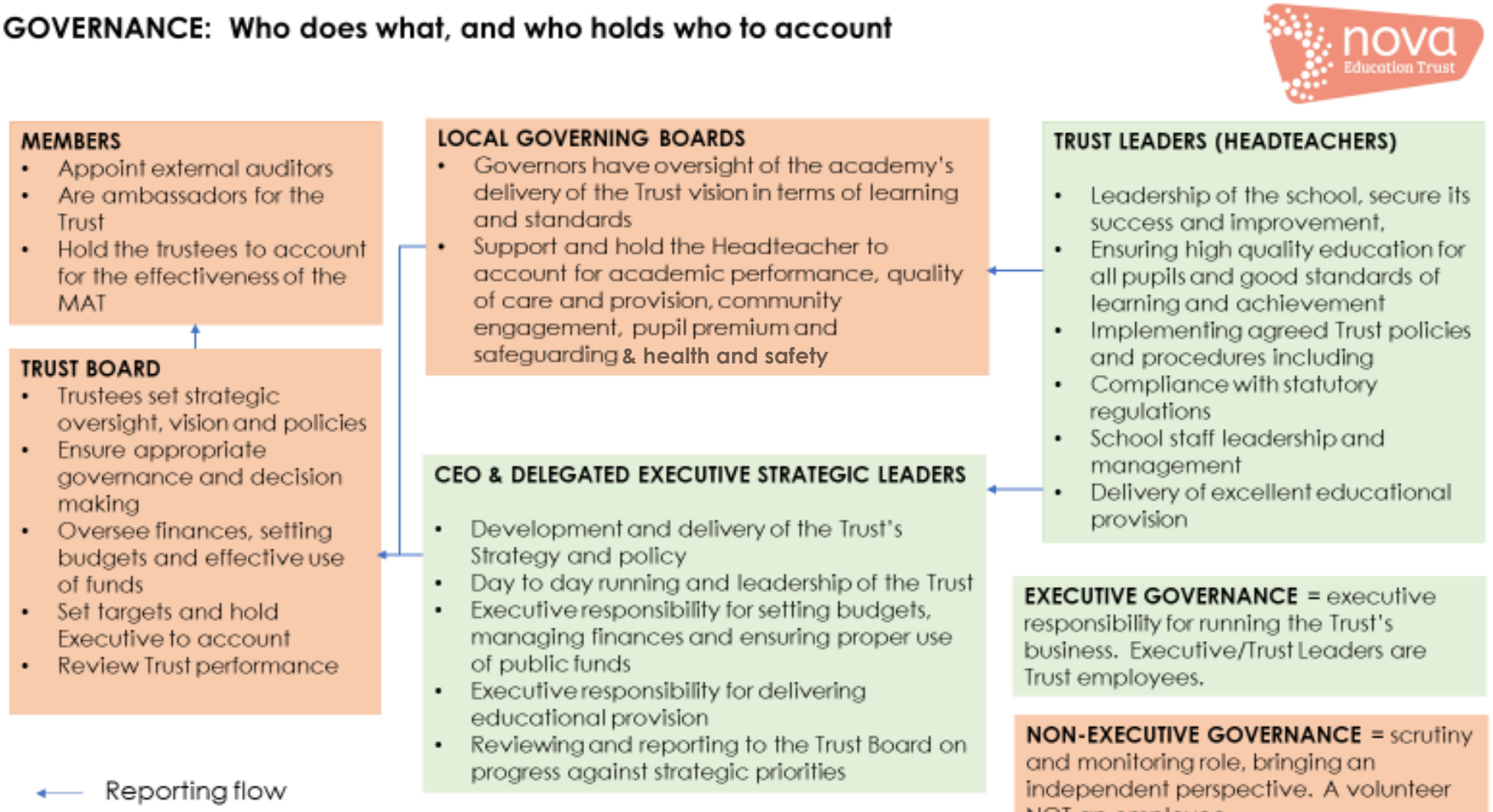
Review: The Board of Trustees will review the delegation of Chair's Emergency Power to Act annually.

Appendix 2 – Record of the use of Chair's Power to Act

Date power to act used	
Trust Board/Local Governing Body	
Name of Chair	
Name of Executive Headteacher	
Reasons for use of Power to Act	
Date reported to Trust Board/Local Governing Board	
Signed	
Name of Chair	

Appendix 3

GOVERNANCE: Who does what, and who holds who to account



Appendix 4 – Trustee Sub-Committees

The trustees have adopted the following sub-committee structure for 2025-26.

- Education Committee
- Finance & Operations Committee
- People & Remuneration Committee
- Audit & Risk Committee
- Local Governing Boards