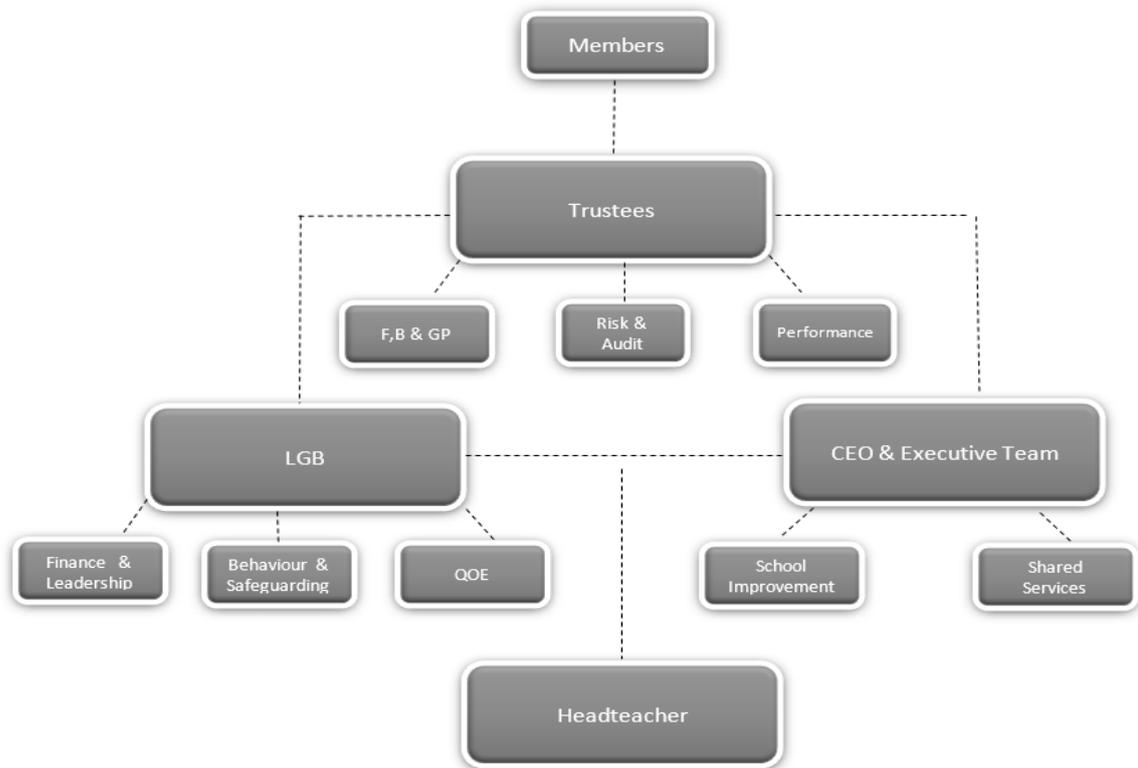# Every Child Every Day Academy
Trust Scheme of Delegation 2025 – 26

Every Child Every Day Academy Trust (ECEDAT) is a charitable company limited by guarantee. It has entered into Master Funding Agreements dated 01/12/2011 and 01/10/2012 and various Supplemental Funding Agreements covering the funding of the academies within the Trust, which together are the "Funding Agreement". The Trustees are the charity trustees within the terms of section 117 (1) of the Charities Act 2011 and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association. As of September 2025, the Trust will consist of five mixed comprehensive secondary schools:

- Chessington School
- Grey Court School
- Heathside School Walton
- Heathside School Weybridge
- The Hollyfield School

In the ECEDAT governance model, the Board of Trustees ultimately governs each school. The trustees establish for each school a Local Governing Body, to each of which local governance is delegated. These Local Governing Bodies are made up of staff, parents and local community members, however, these Local Governing Bodies are not legally responsible or accountable for the statutory functions. Key groups are outlined in the diagram below:

Principles

1. Every Child Every Day Academy Trust (ECEDAT, founded in 2016) is an incorporated company and charity that aims to establish and maintain a number of academies in accordance with guidelines laid down in its funding agreements with the DfE.
2. Effective governance in the Trust is supported by the following instruments of governance.

Trust Members

ECEDAT Members appoint Trustees to ensure that the Trust's charitable objects are carried out. They are able to remove Trustees if they fail to fulfil this responsibility. Members are responsible for approving any amendments made to the Trust's Articles of Association. There must be at least three Members. There must be a separation of powers between the Members and the Trust Board. Members are not permitted to be employees of the Academy Trust. The DfE Governance Handbook states that each Trust determines how best to keep Members informed so they can be assured that the Board is exercising effective governance and leadership of their Trust. The Trust reports formally to Members through the Annual General Meeting (AGM) plus an additional annual Members meeting. The Members are also responsible for approving and appointing the financial auditors.

Trustees

As ECEDAT is a charitable company, 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. ECEDAT uses the term 'Trustee' as it avoids the possible confusion caused when Executive Leaders are classified as Directors.

Trustees have the authority to co-opt additional trustees in order to ensure a broad range skills on the board.

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Trustees are responsible for the general control and management of the administration of the Trust. In accordance with the provisions set out in the Memorandum and Articles of Association, its Funding Agreement and the Academies Trust Handbook, they are legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and for the approval of a written Scheme of Delegation of financial powers, that maintains robust internal control arrangements. The Trust Board is legally responsible and accountable to the Department for Education (DfE). The Board of Trustees has the right to review and adapt its governance structure at any time, which includes removing any delegation.

Trustees delegate the day to day and operational running of the schools within the ECED to the Executive team under the CEO, and to the Headteacher and Local Governing Body of each school.

To support the strategic oversight required of Trustees, the Trust Board has established three sub-committees alongside the main Trust Board. These committees report back to the main Trust Board

1. Finance and General purposes
2. Risk and Audit
3. Performance and Impact

Strategic Coherence Group

For 2025 – 26 the Trustees have put in place a working party. This working party is the Strategic Coherence Group (SCG). The SCG's primary role will be to ensure that all parts of the Trust's leadership and governance are pulling broadly the same direction. The Strategic Coherence Group will not form part of the formal governance framework. Membership of the SCG will incorporate two Trustees, the chair of each LGB, student voice, the CEO and the Governance Professional. The Strategic Coherence Group will meet termly, shortly after or before full Trust Board meetings, and will focus on aspects of the Trust Improvement Plan. The Strategic Coherence Group will report back to the Board of Trustees on the one hand, and the LGBs on the other.

Chief Executive Officer (Leader of Executive Team)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools. The CEO leads the Trust's Executive Leadership Team and is accountable for its performance. The CEO is the Accounting Officer with overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability. The Director of Finance and Operations (DFO) reports to the CEO. The DFO is the Trust's Finance Director with delegated responsibility for the Trust's detailed financial procedures. The CEO has operational and strategic responsibility for the appointment to and performance of colleagues on the Executive Leadership Team. For the year 25 – 26, the Executive Team consists of:

- Chief Executive Officer
- Headteachers
- Director of Finance and Operations
- Director of Inclusive Learning and Improvement
- Trust Governance Professional

Local Governing Bodies

Trustees delegate the day to day, operational running of the schools within the ECED to the Headteacher and Local Governing Body of each school, which specifically has the duties in line with the RASCI (Responsible, Accountable, Support, Consult and Inform) table (later in this document)

The Local Governing Bodies in each school will have a minimum of five governors including the Headteacher of the school. Each school, led by the Chair of Governors, will take a skills-based approach to getting the best governors for the local board. This approach aims to increase the effectiveness of the governing body to ensure that it operates within the wider vision and direction of the Trust for the future and holds the school to account for its standards and conduct. The total membership of any Local Governing Body will not be less than 5 and will not exceed 15.

The membership of all Local Governing Bodies will include:

- The Headteacher
- At least one but no more than two elected Parent Governors
- At least one but no more than two elected Staff Governors
- Other governors as the school decides based on required skills, professional expertise, local connections or wider links
- At least one member, co-opted by the governors and representing the local community
- Trustees and the CEO receive an open invitation to each LGB meeting but are not required to attend.
- The Clerk to Governors / Local Governance Professional will be present at each meeting in a non-voting capacity

The Local Governing Body may also appoint optional Associate Governors to add specific skills, knowledge and/or experience to the Local Governing Body. The scope and length of service shall be agreed with the Chair of Governors, but will not exceed a normal term of office of 4 years. Appointment of Governors is delegated to the LGB, however, Trustees and the CEO must be kept informed of personnel changes on the LGB.

Associates may attend, but not vote at, Local Governing Body meetings and may serve on committees. They are not to be present in Part 2 elements of the LGB.

Headteacher

The Headteacher is responsible for the day-to-day management of their school, reporting to the CEO and to the Local Governing Body, as applicable, on matters that have been delegated by the Trust Board.

Key Principles of Governance

Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision-making and who has the decision-making responsibilities. The Trust Board has overall responsibility and ultimate decision-making authority for all of the work of the Academy Trust, including the establishment and maintenance of the Academy Schools.

The ECEDAT governing model sets out the fundamental principles of the organisation. The model consists of the principles set out here, the Academy Trust Articles of Association and the details set out in the Scheme of Delegation Matrix.

The governance principles of ECEDAT recognise the importance of developing and maintaining relationships with a common purpose and these are about developing processes and structures in a changing educational landscape.

Governance arrangements will continue to be developed to consider best practice in the sector and the Trust will continue to develop its governance in an effort to ensure outstanding practice in governance.

The Trust will be compliant with the principles and regulations set out in the Academies Handbook.

Accountability for Decisions

The Trust board delegates authority to two groups to ensure the effective leadership and governance of the Trust.

These two key groups are:

- The ECEDAT Executive Team (Inclusive of Headteachers)
- Local Governing Bodies

The relationship between the Trust Board, The Executive Team and the Local Governing Bodies is characterised as a partnership to realise a common vision and a common purpose. In the case of the two tiers of accountability the relationship between the two tiers is also based on the principles of:

- No duplication of scrutiny and monitoring
- No performance indicators falling between cracks
- Governance should be as close as possible to the point of impact of decision-making

The Scheme of Delegation Matrix provides clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and accountability and who supports and advises the decision makers.

Intervention

The Trust will stand down a Local Governing Body and appoint an Interim Advisory Board in one or more of the following circumstances:

- Identification of continued weak governance
- In response to the outcome of an annual review or peer review
- A school has moved into an OFSTED category of serious weakness or 3rd inspection of requiring improvement
- A significant or unexpected fall in the school's mid-term performance
- Any serious identified safeguarding concerns within the school
- Any serious financial weakness identified by the Trust, the CEO or the Executive Leadership Team

Upon appointment of the Interim Advisory board, the Local Governing Body will be fully disbanded and all delegated responsibilities of the Local Governing Body will transfer to the Interim Advisory Board with immediate effect. The main function of the Interim Advisory Board will be to secure governance of the school, develop a sound basis for improvement and will remain in place until the Trustees agree that the issue causing the removal of the Local Governing Body has been resolved. The CEO will work closely with the Interim Advisory board to determine priorities and set targets.

The Interim Advisory Board will be responsible for monitoring the quality of provision and standards of achievement within the school by:

- Monitoring performance against targets set by the Interim Advisory Board and the CEO.
- Monitoring the implementation of the policy framework set by the Interim Advisory Board and its impact on standards of achievement.
- Monitor the school self-evaluation and ensure accuracy of this, including the use of any external support considered necessary by the Interim Advisory Board.
- Ensure that the school complies with statutory guidelines.
- Provide support and robust challenge to the Headteacher and Senior Leadership Team.
- Hold the Headteacher and Senior Leadership Team to account by:
  a. Receiving regular information from the Headteacher and Senior Leadership Team on performance of all aspects of the school
  b. Agreeing a performance management policy and monitoring its implementation
  c. Conducting performance management of the Headteacher and monitoring progress towards agreed targets
  d. Monitoring the implementation of the ECEDAT complaints policy
  e. Receiving appeals on issues relating to staff grievance, capability, complaints and exclusions
  f. Determining the relationships of the school with key stakeholders, including the type, frequency and content of all communications.

Every Child Every Day Trust – Scheme of Delegation Matrix

This scheme of delegation is structured in accordance with the function of the Executive Team. It covers the following strategic areas:

1. Human Resources and Operations
2. Strategy and Quality
3. Education
4. Estates and Technology
5. Finance

This delegation will be reviewed each year for each school in the Trust in order to reflect any changing circumstances. In the event of concerns about standards, certain items will be reassigned according to the specific weaknesses identified.

The RASCI Key

Responsible	Those responsible for the task, who ensure that it is done with final responsibility for the success of the task or area
Accountable	**Trustees are ultimately accountable for all elements of the Trust.**
Support	This Key is to illustrate responsibilities at school, governance and executive level.
Consulted	Resources allocated to responsible. Unlike Consulted, who may provide input to the task, support helps complete the task.
Informed	Those whose opinions are sought, and with whom there is a two-way communication

Function	No	HR and Operations	Executive team	Local Governing Body	Headteacher
Appraisal (HR and Operations)	1	To ensure that an approved appraisal policy is in place	R	I	C
	2	To secure the statutory appraisal of the Headteacher	R	S	I
	3	To review annually the performance management policy	R	I	C
	4	Maintain accurate, effective secure employee records at school level	S	S	R
	5	To secure the statutory appraisal of all school staff	I	S	R
Governance (HR and Operations)	6	To draw up governing documents and any subsequent amendments	R	C	C
	7	To appoint and remove the chair of the LGB	R	I	I
	8	To appoint and dismiss the clerk to the LGB	S	R	I
	9	To hold a full LGB meeting at least 6 times in any school year	I	R	S
	10	To appoint and actively seek members for the LGB	S	R	S
	11	To remove the members of the LGB other than the chair	S	R	I
	12	To appoint an IAB and disband an ineffective governing body	R	I	I
	13	To set up a register of LGB member's Personal Interests	S	R	I
	14	To approve and set up a governor's Expenses Scheme	R	I	C
	15	To consider whether or not to delegate functions to individuals/committees	R	C	S
	16	To regulate the LGB procedures in line with the ECEDAT planner	R	C	I
	17	To determine the development needs of governors and put in place an appropriate training programme	S	R	S
	18	To draw up governing documents and any subsequent amendments	R	S	S
	19	To provide Trustees and the Executive Team on an annual basis, access to all school specific policies and procedures	I	R	S

Function	No		Executive team	Local Governing Body	Headteacher
		alongside a schedule for their review, and to review and update policies allocated to the schools.			
	20	To provide a Complaints Procedure policy	R	C	C
	21	To appoint a Headteacher via a recruitment panel and pre-recruitment checks in line with the Safer Recruitment procedures	R	S	I
	22	To appoint a Deputy Headteacher through a selection panel	S	S	R
	23	To agree a pay policy for the school staff	R	C	S
	24	To exercise pay discretions	S	C	R
	25	Establish disciplinary/capability procedures	R	S	S
	26	Dismissal Of the Headteacher	R	C	I
	27	Suspension of the Headteacher	R	C	I
	28	Ending suspension of the Headteacher	R	C	I
	29	Formulation of Employment Policies	R	C	S
Staffing (HR and Operations)	30	Formulation of Staff Handbook	I	C	R
	31	Pre-recruitment and SCR checks	I	S	R
	32	To appoint teachers other than the Headteacher and Senior Leadership Team	C	S	R
	33	To appoint non-teaching staff	C	S	R
	34	Appointment of members of the Senior Leadership Team	S	S	R
	35	Dismissal of staff other than the Headteacher	S	C	R
	36	Suspension of staff	S	C	R
	37	Ending suspension of other staff	S	C	R
	38	Determining staffing compliment within agreed budgets	S	S	R
	39	Determining dismissal payment/early retirement of the Headteacher	R	S	C
	40	Determining dismissal payment/early retirement of other staff	S	C	R
	41	Conducting of staff Appraisals	C	S	R

Function	No	Strategy and Quality	Executive team	Local Governing Body	Headteacher
Services (Strategy and Quality)	42	To determine the scope of central services to be delivered by ECEDAT to and on behalf of the schools	R	C	C
	43	To identify additional services to be procured on behalf of the school	R	C	S
	44	To ensure centrally produced derived services provide value for money	R	S	C
Compliance (Strategy and Quality)	45	To set the times of school sessions.	C	C	R
	46	To set the dates of school terms and holidays	R	I	S
	47	To consider requests for other schools to join the Trust	R	I	I
	48	To determine on an annual basis those policies which will be developed by ECEDAT and mandatory for all ECEDAT schools	R	C	C
	49	To consult before setting/amending an admissions policy	C	C	R
	50	Admissions: application decisions	S	C	R
	51	When appropriate, to appeal against LA decisions to admit pupil(s)	S	C	R
	52	To publish proposals to change the category of the school	R	S	S
	53	To prepare and publish the school prospectus	S	I	R
	54	To ensure the school website is fully compliant	S	S	R
	55	To ensure the Trust website is fully compliant	R	I	C

Function	No	School Improvement	Executive team	Local Governing Body	Headteacher
	56	To propose targets for pupil achievement	S	C	R
	57	To agree targets of pupil achievement	S	C	R
	58	To establish a Behaviour Policy	S	S	R
	59	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions	S	R	S
	60	To direct reinstatement of excluded pupils	S	R	S
	61	Production of the School Improvement Plan	S	S	R
	62	Agree the School Improvement Plan	R	S	S
	56	To propose targets for pupil achievement	S	C	R
	57	To agree targets of pupil achievement	S	C	R
	58	To establish a Behaviour Policy	S	S	R
	59	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions	S	R	S
	60	To direct reinstatement of excluded pupils	S	R	S
	61	Production of the School Improvement Plan	S	S	R
	62	Agree the School Improvement Plan	R	S	S
	56	To propose targets for pupil achievement	S	C	R
	63	Post inspection action plan	S	S	R
	64	Develop a Safeguarding Policy in line with statutory requirements and best practice	S	S	R
	65	To implement and ensure oversight of the Trust's Safeguarding Policy	R	S	S
	66	Develop a SEND Policy in line with statutory requirements and best practice	S	S	R
	67	To Implement the Trust's SEND Policy	S	S	R
	68	Decide to offer additional activities and the scope that these will take	I	C	R
	69	Put in place additional activities	I	C	R
	70	To ensure delivery of activities offered	I	C	R
	71	Maintain accurate, effective and secure pupil records in partnership with the LGB	I	S	R
	72	Set monitoring and evaluation cycles	R	C	S
	73	Comply with GDPR legislation and best practice	R	I	S
	74	Assemble data for pupils and other returns	C	I	R
	75	Develop a Curriculum Policy	S	C	R
	76	Implement Curriculum Policy	I	I	R
	77	Promote equality, diversity and tolerance and ensure balanced treatment of political issues	S	S	R
	78	Discharge duties in respect of pupils with special educational needs and disabilities	C	S	R
	79	Prohibit radicalisation	S	S	R
	80	Ensure RE provision in line with school's basic curriculum	C	C	R
	81	Quality of teaching	S	S	R
	82	Pupil outcomes	S	S	R
	83	Ensure the provision of free school meals to those pupils meeting the criteria	S	S	R
	84	Develop a Pupil Premium Policy in line with statutory requirements and best practice	R	S	S
	85	Decide how to implement Pupil Premium Policy	S	C	R
	86	Provision of sex education, establish and keep up to date a written Sex Education Policy	C	C	R

Function	No	Estates and Technology	Executive team	Local Governing Body	Headteacher
Estates and Technology	87	Ensure that a Health and Safety Policy is in place	R	C	S
	88	Ensure that Health and Safety regulations are followed	S	R	R
	89	Building insurance and public liability	R	I	S
	90	Developing school buildings and facilities/estate long term strategy or master plan	R	C	R
	91	Producing and maintaining buildings, including developing properly funded maintenance plan	S	S	R
	92	Premises security	S	S	R
	93	Premises management of individual school sites	S	S	R
	94	Business Continuity	S	S	R

Function	No	Finance	Executive team	Local Governing Body	Headteacher
Finance, Audit and Internal Scrutiny	95	Develop and propose the individual school budget	S	S	R
	96	Recommend the first formal budget plan each financial year	S	R	S
	97	Approve school budgets	R	S	C
	98	Plan, manage and monitor monthly expenditure and financial reports and identify actual or potential items of budget overspend/underspend	S	S	R
	99	Establish financial decisions and limits within the Financial Scheme of Delegation	R	C	C
	100	Make payment within agreed financial limits	S	C	R
	101	Establish a Charging and Remissions Policy for the school	R	C	C
	102	Agree miscellaneous financial expenditure outside the agreed budget	R	S	S
	103	Enter into additional contracts which exceed the agreed annual budget allocation within limits specified in the Financial Regulations Manual	R	S	S
	104	Authorise acquisition of assets within limits specified in the Financial Regulations Manual	S	S	R
	105	Liaise with internal and external auditors (appointed by members)	R	I	S
	106	Collect income due to the school	S	i	R
	107	Maintain proper financial records for the school	S	C	R
	108	Prepare monthly accounts for the school	S	C	R
	109	Monitor compliance with approved financial procedures	R	S	S
	110	Develop risk management strategies	R	S	S