

Every Child Every Day Academy Trust Scheme of Delegation 2022 to 2023

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 is known as 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. ECEDAT relies on the valuable input of non-executive volunteers who are supported by an experienced team of staff. The Trust is currently a small trust within two boroughs of South West London and is looking to grow a family of schools that share our vision, values and inclusive ethos.

In the ECEDAT governance model, each school is ultimately governed by the Board of Trustees. The trustees establish for each school a Local Governing Body, through which local governance is delivered. These Local Governing Bodies are made up of staff, parents, local community members and a trust representative, however these Local Governing Bodies are not legally responsible or accountable for the statutory functions.



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 academised schools in accordance with guidelines laid down in its funding agreements with the DfE.
2. Effective governance in the Trust is supported by the following:
 - a. Trust Members - guardians of the constitution
 - b. Trust Board - Directors/Trustees
 - c. Trust Sub committees
 - d. The Executive Team:
 - i. Chief Executive Officer (CEO)
 - ii. Director of Finance and Operations (DFO)
 - iii. Company Secretary.
 - e. Local Governing Bodies
3. 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.
4. 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.
5. 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.
6. Governance arrangements will continue to be developed to take into account best practice in the sector and the Trust will continue to develop its governance in an effort to ensure outstanding practice in governance.
7. The Trust will be compliant with the principles and regulations set out in the Academies Financial Handbook.

Who we are and what we stand for:

A Family of Schools as well as a 'MAT' – As a family of schools we operate slightly differently. We have rigorous protocols, processes, strategic plans and accountability measures of course; however it exists within a smaller family of schools with the experiences of the whole community at the centre of every move made. We have no ambition to be a huge Multi Academy Trust spread over a wide geographical distance. When we grow it will be aligned with our values, our ethos and within our local community. We want hard working and happy members of our community. We will of course deliver efficiencies but school improvement and the experiences of our young people will always be our prime objective.

Ambitious

Every Child, Every Day Academy Trust is a small trust with big ambitions for our young people and learning community. We are clear of our moral purpose; to ensure that every child in our trust gets the very best education to ensure the widest of life opportunities. We do this by building on the individual strengths of our schools, taking the best of each and applying these standards to other schools in the trust.

Diverse

“The true measure of any society can be found in how it treats its most vulnerable members.”

MAHATMA GANDHI

Between us we have above the national average number of students on free school meals and with special educational needs. We are proud of our diversity, and inclusion underpins all aspects of life in our family of schools, from teaching and learning to staff recruitment and development.

Collaborative

The Trust was established in 2016 in order to strengthen and improve our schools. A collaborative approach benefits us all. By drawing on our collective wealth of experience and knowledge we ensure high standards of teaching in all three schools. Our centralised services also enable us to achieve economies of scale across the trust.

Prepared

By working together we are prepared to face the challenges of the next few years. Recovery from the Covid 19 pandemic is foremost amongst these. We have benefited from sharing our experiences and plans for moving forward in order to accelerate the recovery process.

We are working together to ensure equity in education and to close the gap in attainment for students from disadvantaged backgrounds. This applies across our curriculum where we are working towards ensuring parity of access for all students.

We are centralising our systems and procedures in a move towards greater efficacy. This will free teachers to deliver outstanding lessons for all.

Excellence

We consist of one Ofsted rated outstanding school, and two rated as good schools. We are a charitable trust and an exempt charity.

Accountability for Decisions

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

- The ECEDAT Executive Team
- 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 governance
- 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 ECEDAT will stand down a Local Governing Body and appoint an Interim Advisory Board in one or more of the following circumstances:

- Identification of weak governance
- In response to the outcome of an annual review of governance or Ofsted inspection
- 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 or the Executive 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
- 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 Head Teacher and Senior Leadership Team.
- Hold the Head Teacher and Senior Leadership Team to account by:
 - Receiving regular information from the Head Teacher and Senior Leadership Team on performance of all aspects of the school
 - Agreeing a performance management policy and monitoring its implementation
 - Conducting performance management of the Head Teacher and monitoring progress towards agreed targets
 - Monitoring the implementation of the ECEDAT complaints policy
 - Receiving appeals on issues relating to staff grievance, capability, complaints and exclusions
 - Determining the relationships of the school with key stakeholders, including the type, frequency and content of all communications.

Overview of key elements of governance

The Every Child Every Day Academy Trust is a charity and grant-making trust dedicated to improving the education and life chances of children and young people. The ECEDAT was formed when Grey Court School in Ham academised in 2013 and joined two years later with Hollyfield School in Surbiton. After being an associate member for 3 years, Chessington School joined the Trust in April 2021.

Members

The Members have the authority to appoint up to eight Trustees and to remove any Trustee with good reason. The Members are also responsible for approving and appointing the financial auditors.

Trust Board

The Trustees are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association.

The Trustees establish a Local Governing Body in each school and delegate certain responsibilities to them, however, the Local Governing Bodies are not legally responsible or accountable for statutory functions.

The Trustees retain authority and responsibility for the following (see RASCI table):

Trust Board Sub-Committees

- **Finance, Risk and Audit**

The objective of this committee is to assist the board in meeting its responsibilities of monitoring financial performance and forecasts, ensuring the adequacy and effectiveness of the financial reporting, value for money of resources, capital projects and risk management
The Audit objective of this committee is to assist the board in meeting its responsibilities for financial reporting, and internal and external auditing.

- **Performance and Standards**

The objective of this committee is to support the strategic role of the board by scrutinising in-depth the standards achieved by each school within the trust and to report its observations to the main board.

- **Local Governing bodies**

ECEDAT Trustees delegate the running of the schools within the ECEDAT to the Head Teacher and Local Governing Body of each school, which specifically has the following duties in line with the RASCI table.

The SoD will be adapted to reflect the circumstances of each school and will be reviewed on an annual basis.

Composition of Governance Elements

- **Trust Members**

The ECEDAT will have no less than three members and Members may agree unanimously, in writing, to appoint such additional members as they see fit.

- **Trust Board**

The Trust Board will consist of the Chief Executive Officer, and a minimum of three trustees. There will be a maximum of eight member appointed trustees and the Board may choose to co-op others.

- **Executive Team**

The Executive Team will consist of the Chief Executive Officer who also acts as the Accounting Officer for the Trust, the Director of Finance and Operations and the Company Secretary, who will also act as Clerk to the Trustees and Members of the Trust.

- **Local Governing Bodies**

The Local Governing Bodies in each school will have a minimum of five governors including the Head Teacher of the school. Each school will take a skills based approach to getting the right governors and this approach aims to increase the effectiveness of the governing body to ensure that it sets the vision and direction 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 Head Teacher
- At least one but no more than two elected Parent Governors
- At least one but no more than two elected Staff Governors
- At least one member, co-opted by the governors and representing the local community
- Other governors as the school decides based on required skills, professional expertise, local connections or wider links.
- At least one trustee.

The Local Governing Body may also appoint optional Associate Governors to provide 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. Associates may attend, but not vote at, Local Governing Body meetings and may serve on committees.

ECEDAT Scheme of Delegation Matrix

This scheme of delegation is structured in accordance with the function of the Executive Team:

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
Accountable	Trustees are ultimately accountable for all elements of the Trust. This Key is to illustrate responsibilities at school, governance and executive level.
Support	Resources allocated to responsible. Unlike Consulted, who may provide input to the task, support helps complete the task.
Consulted	Those whose opinions are sought, and with whom there is a two-way communication
Informed	Those who are kept up-to-date on progress

Function	No	HR and Operations	Executive team	Local Governing Body	Head Teacher
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 Head Teacher	R	S	I
	3	To review annually the performance management policy	R	I	C
	4	Maintain accurate, effective secure employee records	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	C	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 and ECEDAT nominee	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 alongside a schedule for their review, and to review and update policies allocated to the schools.	I	R	S
Staffing (HR and Operations)	20	To provide a Complaints Procedure policy	R	C	C
	21	To appoint a Head Teacher via a recruitment panel and pre-recruitment checks inline with the Safer Recruitment procedures	R	S	I
	22	To appoint a Deputy Head Teacher 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 Head Teacher	R	S	I
	27	Suspension of the Head Teacher	R	S	I
	28	Ending suspension of the Head Teacher	R	S	I
	29	Formulation of Employment Policies	R	C	S
	30	Formulation of Staff Handbook	I	C	R
	31	Pre-recruitment and SCR checks	I	S	R
	32	To appoint teachers other than the Head Teacher 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 Head Teacher	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 Head Teacher	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	Head Teacher
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
Compliance (Strategy and Quality)	44	To ensure centrally produced derived services provide value for money	R	I	C
	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
Education - development and operational (School Improvement)	56	To propose targets for pupil achievement	S	C	R
	57	To agree targets of pupil achievement	S	C	R
	58	To establish a Behavior 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
	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 the Trust's Safeguarding Policy	S	S	R

	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 services to be provided	I	C	R
	70	To ensure delivery of services 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
Education - Quality of Education (School Improvement)	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	S	C	R	
Function	No	Estates and Technology	Executive team	Local Governing Body	Head Teacher
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	S	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	S
	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	Head Teacher
Finance, Audit and Internal Scrutiny	95	Develop and propose the individual school budget	S	C	R
	96	Recommend the first formal budget plan each financial year	S	R	S
	97	Approve school budgets	R	C	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	I	I	R
	101	Establish a Charging and Remissions Policy for the school	R	I	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	Authorize acquisition of assets within limits specified in the Financial Regulations Manual	C	R	S
	105	Appoint internal and external auditors	R	I	I
	106	Collect income due to the school	I	I	R
	107	Maintain proper financial records for the school	S	C	R
	108	Prepare monthly accounts for the school	S	I	R
109	Monitor compliance with approved financial procedures	R	S	S	
110	Develop risk management strategies	R	S	S	
111	Decide how to apply Pupil Premium	C	C	R	