



Sheldon School Terms of Reference, Scheme of Delegation, and Financial Scheme of Delegation



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Governing Body – Terms of Reference 2025-26

These Terms of Reference set out the roles, responsibilities, and delegated authority of the Governing Body of Sheldon School and its committees. They are reviewed annually to ensure compliance with statutory requirements, Department for Education (DfE) guidance, and best practice in school governance.

1. Full Governing Body

Purpose:

The Governing Body is the school's accountable body. It provides strategic leadership and ensures the best possible outcomes for all pupils. To ensure the vision for the school is achieved, the vision statement for Sheldon School is to provide high-quality education, enrichment and pastoral care that improves the life chances of all students.

Its core functions are to:

Ensure clarity of vision, ethos, and strategic direction. This includes achieving the strategic targets outlined in the School Development Plan, which are summarised below, and is a review year. The plan is a 3-year rolling document. The job of reviewing these targets is that of the Strategy committee, and they will meet each year to review the work of the Leadership Team

2025-2028 Strategic Aims are:

1. Provide High Quality Education (**Quality of Education Committee**)
2. A Positive Culture at the Heart of the Local Community (**Community and Culture Committee**)
3. A Sustainable School that is built and staff for the 21st Century (**Audit & Resources**)

Other responsibilities

- Hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Oversee the financial performance of the school, ensuring value for money.
- Ensure compliance with statutory duties, including safeguarding, equality, and health and safety.

Trustees, as company directors and charity trustees, are responsible for ensuring compliance with the Companies Act 2006, the Charities Act 2011, and the Academy



Trust Handbook 2025. They must act in accordance with the Nolan Principles of Public Life and the Trust's Articles of Association.

Trustees will receive an annual safeguarding training update and review termly safeguarding reports in line with Keeping Children Safe in Education (2025). Trustees will also receive an annual SEND report to ensure compliance with the SEND Code of Practice (2015) and the Equality Act 2010 (Public Sector Equality Duty).

Reserved Matters

The following functions are reserved to the Full Governing Body and cannot be delegated to a committee, the Headteacher, or any other individual:

- Approval of the annual budget (by 31 July each year) and approval of any material in-year budget revisions.
- Approval of the audited annual accounts, trustees' report, and audit findings (by 31 December each year).
- Appointment or removal of the Headteacher/Accounting Officer.
- Approval of any changes to the Articles of Association or name of the Academy Trust (subject to Members' approval where required).
- Approval of the Scheme of Delegation and Terms of Reference for committees.
- Approval of the Admissions Policy and participation in statutory admissions appeal panels.
- Participation in statutory exclusion review panels (as required under DfE guidance).
- Receipt and consideration of the annual safeguarding report, including oversight of safeguarding arrangements across the school.
- Approval of statutory policies as required under DfE guidance and the Academy Trust Handbook.
- Appointment or removal of auditors and oversight of internal scrutiny arrangements.

Role of the members

The Members are bound by the Articles of Association of the Academy Trust. In the event of a conflict between these Terms of Reference and the Articles of Association, the latter will prevail. The Articles of Association [Sheldon School Articles 2025.pdf](#)



Members are not involved in the day-to-day business of governance. Their role is limited to constitutional oversight: appointing and removing trustees, amending the Articles of Association, and holding the Board of Governors to account for the overall performance of the Academy Trust. Members must act to ensure that the Trust remains true to its charitable objects and complies with company and charity law.

Responsibilities of Members

- Propose and resolve to change the name of the Academy Trust (currently the company is known as Sheldon School) by special resolution (vote passed by at least 75% of the Members)
- Propose and resolve to adopt amendments to the Articles of Association of the Academy Trust by special resolution (vote passed by at least 75% of the Members)
- To remove a governor/governors from office by ordinary resolution (a vote passed by a simple majority of the Members)
- The Members are entitled to receive (but neither reject nor approve) the audited financial statements of the Academy Trust
- To sign the Register of Members or give written consent to being a Member
- Every Member of the Academy Trust undertakes to contribute such amount as may be required (not exceeding £10) to the Sheldon Academy Trust's assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member,
- for payment of the Sheldon Academy Trust's debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves
- The Academy Trust is required to hold an Annual General Meeting (under the Articles of Association) to which all Members (and all governors) will be invited.
- An up-to-date register of the Members must be kept by the Academy Trust at its registered office

In addition, Members must hold an Annual General Meeting, at which the annual accounts are presented. An up-to-date register of Members must be maintained at the registered office of the Academy Trust.

Terms of Office

- A Member's term of office is for four years and they may serve a maximum of two terms.



- The term of office for the Chair of Governors Member is for the length of time they hold that position. If they cease to be Chair of Governors they automatically resign their position as a Member of the Sheldon Academy Trust.
- There is scope under the Articles of Association for the Members to appoint (unanimously and in writing) additional Members. The term of office of those additional Members would not be limited in the same way as Members appointed by the governors. It is not expected that Members would seek or need to appoint additional Members.
- **Chair of Governors/ Chairs of Committees/ Vice Chairs-** The Chair is elected every year and should serve as Chair for a maximum of four years.

2. Chair of Governors

The Chair leads the Board in fulfilling its statutory duties under the Companies Act 2006, the Charities Act 2011, and the Academy Trust Handbook 2025. The Chair must ensure that trustees act collectively, within the powers conferred by the Articles of Association, and in line with the Nolan Principles of Public Life.

Role

- Lead and develop a team of governors
- Build a relationship with the Headteacher, ensuring accountability
- Maintain the Board of Governors' focus on School Development
- Ensure affairs are conducted according to the law
- Report any urgent action taken on behalf of the Board of Governors

Responsibilities

- To ensure a good induction process for new governors
- To develop a working partnership with the Head, holding regular meetings
- To agree the agenda of the Board of Governors
- To ensure effective performance management of the Headteacher and Leadership Team
- To represent the Board of Governors with external parties
- To represent the School at key, prominent occasions
- To ensure that governors have a good knowledge of the school, the teams within the school and the workings of the Board of Governors



- To promote a risk-based approach to governance
- To ensure capability gaps can be identified on the Board of Governors and opportunities for development are available
- To encourage effective CPD amongst governors
- To delegate responsibility to the Chairs of the Committees
- To monitor attendance, making sure all governors understand their responsibilities and how to adhere to the protocols within the school
- To ensure an annual self-evaluation of the effectiveness of the Board of Governors is carried out
- To ensure an external review of governance is carried out every 3-5 years.

The Chair must ensure that all urgent actions taken on behalf of the Board are recorded in writing, shared with the Clerk, and reported to the next Full Governing Body meeting. Where time permits, the Chair should consult with the Strategy Committee before taking such action.

Terms of Office

- The Chair is elected every year. Candidates leave the room whilst voting takes place. Elections may take place by confidential email.
- Nominations will be asked for by the Clerk
- Term of office is a maximum of 6 years. In exceptional circumstances the Chair's term can be extended with the agreement by the Board of Governors

Delegated Responsibilities

- The Chair has delegated powers to act on behalf of the Board of Governors in urgent matters (urgent is when a delay is likely to have detrimental effect on the school, the pupils or the parents)
- Any urgent action taken by the Chair on behalf of the Board of Governors should be reported at the next full meeting of the Board of Governors, but if time permits, the Chair should consult the Strategy Committee before taking decisions. If time permits, matters will be brought to the next Board of Governors meeting

3. Committees of the Governing Body

The Governing Body delegates certain responsibilities to its committees, which report back via minutes and recommendations. Each committee reviews its Terms of Reference annually.



3.1 Quality of Education Committee

Purpose:

To monitor and evaluate the quality of teaching, learning, curriculum, and pupil outcomes. The strategic aim is to deliver a consistently high standard of education that meets the needs of all learners, ensuring academic excellence, which creates well rounded students who contribute to society and are successful.

Key Responsibilities:

- **Curriculum Development-** to review curriculum provision, ensuring compliance with statutory requirements (including RSHE, RE, and the Baker Clause), and alignment with the School Development Plan.
- **Teaching and Learning-** to receive reports from leaders on teaching and learning, including professional development priorities such as *Teach Like a Champion* strategies, and hold leaders to account for their impact.
- **Adaptive teaching and inclusion-** to monitor progress and attainment across groups, including disadvantaged, SEND, and higher attainers, and challenge leaders where gaps persist.
- **Alternative Provision-** to monitor and evaluate the effectiveness of provision for students in alternative arrangements.
- **Curriculum and Cross-Cutting Priorities** – to monitor delivery of whole-school improvement priorities such as literacy, numeracy, and careers education, and hold leaders to account for their impact on pupil progress.
- Review examination and assessment outcomes for Ks3, Ks4 and Ks5.

Governance Aims:

- To be assured that outcomes demonstrate sustained improvement over time and progress is above national benchmarks.
- To be assured that curriculum and teaching developments have measurable impact on pupil progress, inclusion, and literacy.
- To be assured that statutory compliance is maintained in curriculum and assessment.

Membership & Meetings:

- Minimum three governors
- Deputy Headteachers usually attends
- Meets at least three times per year
- Quorum: three governors





3.2 Community and Culture Committee

Purpose:

To oversee safeguarding, behaviour, attendance, and wellbeing ensuring that pupils are safe, supported, and able to thrive within an inclusive school culture.. To oversee the strategic aims within the School Development plan particularly those relating to culture, inclusion, and personal development, so that the school provides an environment where students succeed academically, socially, and emotionally. To foster a sense of belonging and responsibility, both within the school and the wider community.

The role of the Culture and Community Committee (hereafter referred to as CCC) is also to support the Full Governing Body (FGB) and exercise the responsibilities delegated to it in the Scheme of Delegation and Decision Planner (SOD/DP). The CCC is therefore responsible to and reports to the FGB.

The CCC should ensure that all decisions relating to school life will take into account the views and experiences of its stakeholders including pupils, parents/carers, staff, and the wider community.. The CCC will consider if the decisions

meet the requirements of the law and remain compliant as legislation and statutory guidance (e.g. Keeping Children Safe in Education) is introduced or amended.

Key Responsibilities:

- **Safeguarding and Child Protection** – to receive termly safeguarding reports from the DSL, ensure an annual safeguarding report is submitted to the Governing Body, and monitor compliance with Keeping Children Safe in Education.
- **Behaviour and Attendance** - to monitor behaviour, exclusions, rewards, and attendance data, and hold leaders to account for improvement actions.
- **Wellbeing and Pastoral Care** – to monitor provision for pupil and staff wellbeing, including mental health, and ensure policies and practice have positive impact.
- **Equality, Diversity and Inclusion** – to review compliance with the Equality Act 2010, including the Public Sector Equality Duty and publication of equality objectives.
- **Enrichment and Extra-Curricular Activities** – to monitor participation in enrichment opportunities, particularly for vulnerable groups.



- **Parental and Community Engagement** – to monitor relationships with parents, carers, and the wider community, and hold leaders to account for strengthening links.
- **Collaboration with Other Committees** – to monitor the impact of curriculum and inclusion alongside the Quality of Education Committee to avoid duplication.

Governance Aims

- To be assured that safeguarding is robust, effective, and compliant with statutory guidance.
- To be assured that behaviour, attendance, and inclusion strategies are improving pupil outcomes.
- To be assured that stakeholder engagement supports a strong and inclusive school culture.

Membership & Meetings:

- Minimum three governors (at least one safeguarding-trained)
- DSL normally attends and LT Behaviour Leads
- Meets at least three times per year
- Meetings should last no longer than 2hrs
- Meetings summaries should be written up and shared at the next FGB
- Quorum: three governors



3.3 Resources and Audit Committee

Purpose:

To oversee finance, staffing, premises, ICT, health & safety, and audit/risk functions, providing assurance to the Governing Body that resources are used effectively, sustainably, and in compliance with the Academy Trust Handbook 2025 and other statutory requirements.

Key Responsibilities:

- **Finance** – to recommend the annual budget to the Governing Body, monitor in-year performance and three-year forecasts, and ensure value for money and compliance with financial procedures.
- **Grants and Funding** – to monitor the use and impact of Pupil Premium, recovery funding, and other grants.
- **Staffing and HR** – to oversee the staffing structure, appraisal framework, and pay policy (strategic level), and hold leaders to account for wellbeing and workload management.
- **Premises, ICT, and Health & Safety** – to oversee compliance, maintenance, and strategic planning for the estate, ICT infrastructure, and health & safety.
- **Audit and Risk** –
 - to oversee the appointment and scope of the external auditor.
 - to oversee the appointment and scope of the internal scrutiny provider.
 - to review audit findings and ensure actions are implemented.
 - to monitor the Trust's risk register and assure the Governing Body on adequacy of risk management.
 - to oversee whistleblowing and fraud arrangements.

Governance Aims

- To be assured that financial planning and monitoring secure long-term sustainability and compliance with the *Academy Trust Handbook*.
- To be assured that staffing, premises, and resources are effectively deployed to support educational priorities.



- To be assured that risk, audit, and internal control arrangements are robust and effective.

Membership & Meetings:

- Minimum three governors (one with financial expertise)
- School Chief Operation Manager normally attends and Director of ICT
- Meets at least three times per year
- Quorum: three governors



3.4 Strategy Committee

Purpose:

To oversee governance effectiveness, long-term strategy, and board development, ensuring the Governing Body remains fit for purpose.

Key Responsibilities:

- Strategic Priorities – to review progress against the School Development Plan at a high level and ensure long-term priorities are clear and monitored.
- Governance Development – to conduct annual skills audits, review board composition, and oversee induction and training of governors.
- Self-Evaluation and External Review – to ensure an annual self-evaluation of governance effectiveness and commission an external review every 3–5 years.
- Succession Planning – to plan for succession of the Chair, Vice-Chair, and committee chairs.
- Governance Policies – to review governance policies (e.g. Code of Conduct, ToR, Scheme of Delegation) and recommend changes to the Governing Body.
- To identify cross cutting risks of the school are clearly identified and appropriate documented, so they can be shared effectively
- Complaints at Stage 2 to or higher and reputational risks
- Serious staffing issues or concerns
- Staff wellbeing and staff voice
- Permanent Exclusions
- Setting ad hoc teams for specific purposes like Ofsted or a building project
- Act as a sounding board for the Headteacher
- Discuss national picture and educational priorities and how they impact on the school
- Support in the appointment of Senior Leadership team

Governance Aims



- To be assured that the Governing Body is effective, skilled, and compliant with statutory duties.
- To be assured that governance arrangements are continually strengthened through evaluation, training, and succession planning.

Membership & Meetings:

- Minimum three governors
- Meets at least twice per year
- Quorum: three governors



Sheldon School 2025-26 scheme of delegation

The tasks and responsibilities set out are based on:

- > Our article on [the role and functions of the governing board](#)
- > The rules on delegation as set out in Part 5 of the [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#)
- > [The Governance Handbook](#)
- > [The Academy Trust Handbook](#)
- > [School suspensions and permanent exclusions](#)
- > [Model articles of association for academy trusts](#)

Remember, the governing board as a whole is responsible for any decision delegated. Any decisions taken by a committee should therefore be reported back to the governing board in a timely manner.



Key

<input type="checkbox"/>	Action can be taken at this level					
R	Make recommendations where action can be taken but cannot take action themselves					
	Not recommended for action to be taken at this level (this is a recommendation only, you can choose not to follow this if that works for your board)					
	Action cannot be carried out at this level					
Function	Task	FGB	Committee	Individual governor	Headteacher	We have delegated this to and notes:
Admissions	Determine the school's admissions arrangements annually, including the published admission number (PAN) and the oversubscription criteria	<input type="checkbox"/>	R			Culture and Community
	Make sure the school's admissions arrangements comply with the School Admissions Code and are fair, clear and objective	<input type="checkbox"/>	R			Culture and Community
	Establish an independent appeals panel when there are admissions appeals	<input type="checkbox"/>				
Attendance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



	Regularly review attendance data and help leaders focus improvement efforts on pupils who need it	<input type="checkbox"/>	<input type="checkbox"/>	R		Community and Culture Committee review and report to FGB
	Make sure school staff receive adequate training on attendance	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	HT operational lead, Culture and community review
	Approve the School's attendance policy ensuring it aligns with statutory guidance	<input type="checkbox"/>	R			Culture and community make recommendation to FTB
Behaviour and exclusions	Approve and review the school's behaviour policy	<input type="checkbox"/>	R		<input type="checkbox"/>	HT operational lead in writing policy, Culture and community recommend to FTB
	Oversee alignment of behaviour policy with safeguarding and equality duties	P	P			Culture and Community
	Monitor behaviour trends and exclusions data, including impact on groups (SEND, disadvantaged, vulnerable pupils)	P	P			Culture and Community
	Arrange for suitable full-time education for any pupil of compulsory school age who is suspended for more than 5 school days	<input type="checkbox"/>	R		<input type="checkbox"/>	HT operational lead, Culture and community monitor and report to FTB



	Convene a meeting to consider reinstating an excluded pupil and consider any representations from parents/carers about a suspension or permanent exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Strategy Committee
	Arrange an independent review panel to consider a permanent exclusion, where requested by parents/carers	<input type="checkbox"/>				Strategy Committee
Curriculum	Approve the school's curriculum policy and ensure it is broad, balanced, and statutory	P	R		<input type="checkbox"/>	HT operation lead, Quality of Education Committee makes recommendation to FTB
	Monitor delivery of curriculum (breadth, balance, statutory subjects including RE/RSHE)	P	P		P	HT operation lead, Quality of Education Committee
	Monitor pupil progress and attainment across groups, challenge gaps	P	P		P	Quality of Education Committee
	Make sure all pupils at the school are provided with independent careers guidance from year 7 to year 13	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Quality of Education
	Ensure curriculum is inclusive and meets needs of SEND and disadvantaged learners	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Quality of Education



Finance and budgets	Approve a balanced budget and an accurate budget forecast return (BFR) each financial year and submit the BFR to the DfE	<input type="checkbox"/>	R			Resources and Audit Committee
	Approve annual report, audited accounts, and trustees' report	<input type="checkbox"/>	R			Resources and Audit to recommend to FGB
	Appoint or remove an external auditor	<input type="checkbox"/>	R			Resources and Audit to recommend to FGB
	Oversee internal scrutiny and risk management	<input type="checkbox"/>	<input type="checkbox"/>			Resources and Audit Committee
	Approve key staffing structure changes (financial impact)	P	R			Resources and Audit Committee to recommend to FGB
	Make day-to-day spending decisions under the amount of £50,000 unless approving monthly salary, Pensions or HMRC payments.				<input type="checkbox"/>	
	Appoint senior executive leaders as an accounting officer and a chief financial officer of the trust (these must not be the same person)	<input type="checkbox"/>				
	Participate in annual accounts consolidation exercises as communicated by the Department for Education (DfE)	<input type="checkbox"/>	<input type="checkbox"/>			Resources and Audit Committee



	Refer novel, contentious and/or repercussive transactions to Department for Education (DfE) for explicit prior authorisation	<input type="checkbox"/>				Resources and Audit Committee
	Make sure the trust has adequate insurance cover or has opted into the academies risk protection arrangement (RPA)	<input type="checkbox"/>	<input type="checkbox"/>			Resources and Audit Committee
	Establish an audit and risk committee (If your trust's annual income is less than £50 million, you can combine it with another committee)	<input type="checkbox"/>				Resources and Audit Committee
	Maintain a published register of interests , including the business and pecuniary interests of members, trustees, local governors and senior employees	<input type="checkbox"/>				FGB
	Monitor impact of pupil premium funding	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Community and Culture Committee
Governing board procedures	Hold full governing board meetings at least 3 times a year	<input type="checkbox"/>				
	Elect a chair and vice-chair of trustees	<input type="checkbox"/>				
	Appoint a Governance Professional	<input type="checkbox"/>				



	Determine the constitution, membership and terms of reference of any committee it decides to establish, and review this at least annually. Elect a chair for each committee	<input type="checkbox"/>				
	Conduct annual governance self-evaluation and commission external review every 3–5 years	P	R			Strategy Committee
	Monitor board composition, skills, and succession planning	P	R			Strategy Committee
	Check that all statutory policies and documents are in place	<input type="checkbox"/>	R			Strategy Committee
	Delegate functions to committees and individuals	<input type="checkbox"/>				
Health and safety	Approve Health & Safety policy and ensure compliance with statutory duties	<input type="checkbox"/>	R			Audit & Resources Committee
	Make sure there is an appointed person to make sure the school meets its health and safety duties	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	HT operational lead, Audit & Resources Committee monitors
	Make sure the estate is managed strategically and is maintained in a safe working condition	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Audit & Resources Committee



	Monitor termly reports on H&S incidents, risk assessments, and compliance	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Community, Equality & Partnerships	Ensure statutory information is published on the school website	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Strategy Committee
	Approve a complaints procedure	<input type="checkbox"/>	R			Strategy Committee recommends
	Establish a complaints panel to consider formal complaints about the school and any community facilities or services it provides	<input type="checkbox"/>				Strategy Committee
	Approve Equality Objectives and annual Equality Information Statement	<input type="checkbox"/>	R			Culture and Community
	Make sure the school complies with the Freedom of Information Act 2000	<input type="checkbox"/>	<input type="checkbox"/>			Audit & Resources Committee
	Make sure the school complies with the UK General Data Protection Regulation (UK GDPR)	<input type="checkbox"/>	<input type="checkbox"/>			Audit & Resources Committee
	Monitor parental, pupil, staff and community engagement strategies	P	P			Culture and Community
Pupil wellbeing	Make sure eligible pupils receive free school meals (FSM)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community Committee



	Ensure a Designated Teacher of LAC/PLAC is appointed and receives appropriate training	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community Committee
	Monitor pupil wellbeing and pastoral provision (incl. mental health support) P	P	P		P	Culture and community
	Ensure arrangements are in place for pupils with medical conditions, including the preparation and review of Individual Healthcare Plans (IHPs) where required.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community Committee
Safeguarding	Ensure school complies with statutory safeguarding guidance	<input type="checkbox"/>	<input type="checkbox"/>			Culture and Community Committee
	Approve and review safeguarding/child protection policy annually	<input type="checkbox"/>	R			Culture and Community Committee
	Designate a safeguarding link governor/trustee to provide assurance on safeguarding arrangements, ensuring they receive appropriate training. The FGB retains collective responsibility for safeguarding compliance.	<input type="checkbox"/>				
	Ensure all governors receive safeguarding training (induction + updates)	<input type="checkbox"/>			<input type="checkbox"/>	Safeguarding Lead AHT
	Receive and consider annual safeguarding report from DSL	<input type="checkbox"/>				



	Ensure appropriate filtering and monitoring systems in place	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and community
	Ensure a Designated Safeguarding Lead (DSL) is appointed and trained	P			<input type="checkbox"/>	
	Ensure safer recruitment procedures are applied	P	P		P	
	Ensure effective procedures for managing allegations against staff	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Special educational needs and disabilities (SEND)	Designate a link governor for SEND to provide assurance	<input type="checkbox"/>				
	Make sure the necessary special educational provision is made for any pupil who has SEN, and monitor its effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	R	<input type="checkbox"/>	Quality of Education
	Make sure parents/carers are notified by the school when special educational provision is being made for their child				<input type="checkbox"/>	Designated to the SENDCO
	Make sure the school produces its school SEN information report and publishes it online	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community
	Ensure cooperation with LA in relation to local offer		<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community
	Ensure school follows the SEND Code of Practice	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community



	Make sure there is a qualified teacher as the special educational needs co-ordinator (SENCO) for the school, and that they have sufficient time and resources to carry out their role effectively	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Culture and Community
	Make sure the teachers in the school are aware of the importance of identifying pupils who have SEN and are providing appropriate teaching				<input type="checkbox"/>	
Staffing matters	Appoint or dismiss a senior executive leader (who should be the academy's principal)	<input type="checkbox"/>				
	Approve the Pay Policy and HR Framework	<input type="checkbox"/>	R			Resources and Audit
	Receive assurance that employment law and HR guidance are followed	<input type="checkbox"/>	<input type="checkbox"/>			
	Oversee the Performance Management of the Headteacher	<input type="checkbox"/>				
	Monitor Staff Wellbeing and workload management	<input type="checkbox"/>	<input type="checkbox"/>			Strategy



Financial Scheme of Delegation

Expenditure Authorisation Limits	Revenue Budgets	Capital as per Strategy Plan
Trust Board	Over £100,001	Over £200,001
Resource and Audit Committee	£50,001 to £100,000	£100,001 to £200,000
Headteacher *	£20,000 to £50,000	Up to £100,00
Chief Operating Officer *	£2,001 to £20,000	
Deputy Headteachers	£2,001 to £20,000	£Nil
Assistant Headteacher	£2,001 to £10,000	£Nil
Budget Holder <i>Within agreed school budget</i>	Up to £2,000	£Nil

*These limits do not apply to staff salaries monthly payment sign-off

Value of spend	Procurement level	Process required
£0- £10,000	Low Value transactions	Receipts, Quotes, Best Value approach
£10,001 to £40,000	Medium Value transactions	Compare prices & options on at least 3 suppliers Written quotes/emails
Over £40,000 Or a series of contracts over £50,000	High Value transactions https://www.gov.uk/guidance/buying-for-schools	Formal Tender process Business Case for spend Market testing
£50,001	Tender Process - Public Contracts Regulation https://www.legislation.gov.uk/ukpga/2023/54/schedule/1	Procurement Act 2023

BAC's Authorisation Limits	Pool A	Pool B
2 signatories from Pool A Or 1 signatory from Pool A and 1 signatory from Pool B Pool B signatories cannot complete authorizations on their own	Headteacher	Finance Manager
	Chief Operating Officer	Assistant Finance Manager (Payroll & Pensions)
	Deputy Headteachers	Assistant Headteachers

Charge Cards (19 live)	Credit Limit (up to £40k spent)
Chief Operating Officer	£10,000
Finance Manager	£20,000
Assistant Finance Manager (Payroll & Pensions)	£5,000
Allison Davis (Finance)	£5,000
Jon Scourfield (Asst. Headteacher)	£1,000
Trip Leads x 7 (to be changed to Equals card)	£1,000
Year Heads x 5 (to be changed to Equals cards)	£1,000
DT Food Technician (to be changed to Equals card)	£500
Facilities Manager	£500



ü = Approve R = recommendation/information from I = input from	DfE	Board	Resource & Audit Committee	Strategy Committee	Headteacher	COO	Leadership Team	Finance Team	Budget Holder
Budget Management									
To create the annual revenue and capital budgets (in the context of the 3-5 year forecast)			R		ü	ü	I		
Approve the annual revenue and capital budget plan proposed by the Resources and Audit Committee		ü	R			R			
To consider at least three times a year revenue and capital budget monitoring reports including variances between actual and approved budget year to date, projected outturn and approved budget, including narrative explaining the reasons for variances			ü			R			
To approve additional spending plans which were not in the annual approved budget Report to the Trust Board via the Resources and Audit Committee		ü	R		I	I			
Reserves Policy and taking actions necessary to support the achievement of the policy		ü	R		R	I			
Placing Orders for Goods and Services									
Authorise requisitions for processing as orders (generated through PS Financials) to suppliers for up to and including £2,000 for goods and services within budget							ü	ü	ü
Authorise requisitions for processing as orders (generated through PS Financials) to suppliers for between £5,000 and £25,000							ü	ü	



ü = Approve R = recommendation/information from I = input from	DfE	Board	Resource & Audit Committee	Strategy Committee	Headteacher	COO	Leadership Team	Finance Team	Budget Holder
following receipt of three written quotes and selection of lowest cost provider being selected									
Authorise orders (generated through PS Financials) to suppliers for requisitions between £5,000 and £25,000 following receipt of three written quotes and the provider is the most economically advantageous but is not the lowest cost						ü	R	R	
Formal Tendering process undertaken in accordance with the Trust's Financial Regulations required in consultation with the DFO for goods /services totalling between £25,001 and EU threshold and authorised by the Trust Board on the advice of the Finance & Resources Committee					ü	R			
Special Payments									
Staff Severance where non-statutory/non-contractual payment is £50,000 or more (approval required in advance).	ü	R	R	I					
Staff Severance where non-statutory/non-contractual payment is less than £50,000 (approval required in advance)				R	ü	I			
Compensation where non-statutory/non-contractual payment is £50,000 or more (approval required in advance)	ü	R	R	I					
Compensation where non-statutory/non-contractual payment is less than £50,000 (approval required in advance)					ü	I			
Ex-gratia payments	ü	R							



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Banking Arrangements									
Open/close bank accounts		ü	R		R	I			
Any two authorised to process BACs payments up to defined limits (see table)					ü	ü			
Bank loan, overdraft	ü								
Charge cards (for business use, not personal use and paid in full each month). To be approved/operate in accordance with the School Finance Procedures and Policy						ü	I		
Petty Cash / Staff Re-imbursements									
Authorise Petty Cash balances up to £50							R	ü	
Re-imburse staff by BACS							R	ü	
Insurance Arrangements									
Enter into insurance arrangements for land, buildings employee liability and other major risks		ü	R			ü			
Enter into insurance arrangements for trips, mini bus and other minor risks where a school agreement has not been negotiated.						ü			
Leasing									
Granting a lease on land and buildings	ü		R		R	R			
Take up a finance lease	ü								
Take up a leasehold on land and buildings with lease term 7 years or more ü	ü		R		R	R			
Take up a leasehold on land and buildings with lease term less than 7 years			ü		R				
Take up an operating lease 3 years or less						ü			
Write-offs and Liabilities									
Writing off debts and losses which exceed 1% of the school annual income or £45,000	ü	R							



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individually, or 2.5%, or 5% of annual income cumulatively									
Write off unrecoverable bad debts individual debtor above £501 or cumulative debt across debtors in a twelve month period above £3,001.					ü	R			
Write off unrecoverable bad debts individual debtor up to inc £500 or cumulative debt across debtors in a twelve month period less than or equal to £3,000						ü		R	
Acquisition and Disposal of assets									
Acquiring a freehold on land and buildings	ü	R				I			
Disposing of a freehold on land and buildings	ü	R				I			
Disposing of heritage assets	ü	R				I			
Disposing of assets (not land, buildings or heritage) above fair value of £5,000		ü			R				
Disposing of assets (not land, buildings or heritage) below fair value of £5,000.						ü			