



Scheme of Delegation

Version reviewed - September 2025
Review date – September 2026
Approved by Trust Board – September 2025

The Prince Albert Community Trust's *Scheme of Delegation* is renewed and approved by the Trust Board annually, so that the roles and responsibilities outlined continually reflect organisational realities and updates to statutory legislation.

The Prince Albert Community Trust
Scheme of Delegation

Contents

Introduction.....	3
PACT Vision and Strategic Plan.....	3
Governance Structure and Lines of Accountability.....	5
Roles and Responsibilities.....	6
Members.....	6
Trustees.....	6
Trust Board Committees.....	6
Chief Executive Officer (CEO).....	7
Local Academy Committees.....	7
Heads of School and Headteachers (Heads).....	7
Overview of Delegation.....	9
Review.....	15



Introduction

This Scheme of Delegation applies to all schools run by The Prince Albert Community Trust (PACT).

This Scheme of Delegation explains the ways in which the Trustees, Executive Leaders, Heads, and local academy committees fulfil their responsibilities for the leadership and management of the Trust and the schools, and the accountability of each to ensure the success of the Trust and all schools.

This Scheme of Delegation has been put in place by the Trustees from the effective date, in accordance with the provisions of the Articles and it should be read in conjunction with those Articles.

In the event of any conflict between any provision of this Scheme of Delegation and the Articles, the Articles shall prevail.

A Multi Academy Trust's (MAT) Board of Trustees is accountable in law for all decisions about its schools. However, this does not mean that the Board is required to make all the decisions itself. Many decisions can and should be delegated to Executive Leaders, Board Committees, including local academy committees and Senior Leaders. It is vital that the decision to delegate a function is made by the full Board of Trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

PACT has a Scheme of Delegation for schools that distinguishes between those schools that are and those that are not 'Requires Improvement' (RI) or 'Special Measures' (SM). Schools that are 'Good' or better have a larger amount delegated to them to enable local autonomy and decision making. The schools that are RI or SM have less delegation in recognition of the need for additional input from the Board in order to support a quick turnaround. In some cases, a RI or SM school may not have its own local academy committee; their governance will be overseen solely by the Board.

PACT Vision and Values

This scheme of delegation is underpinned by PACT's vision and values and a commitment to **'enable every individual to succeed in school and in life'**.

Our values are:

In all that we do we demonstrate:



PASSION:

inspiring a love of learning and being determined to make a difference

ASPIRATION:

wanting the very best for our pupils, our families, our communities and our staff

COLLABORATION:

working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals

TRUST:

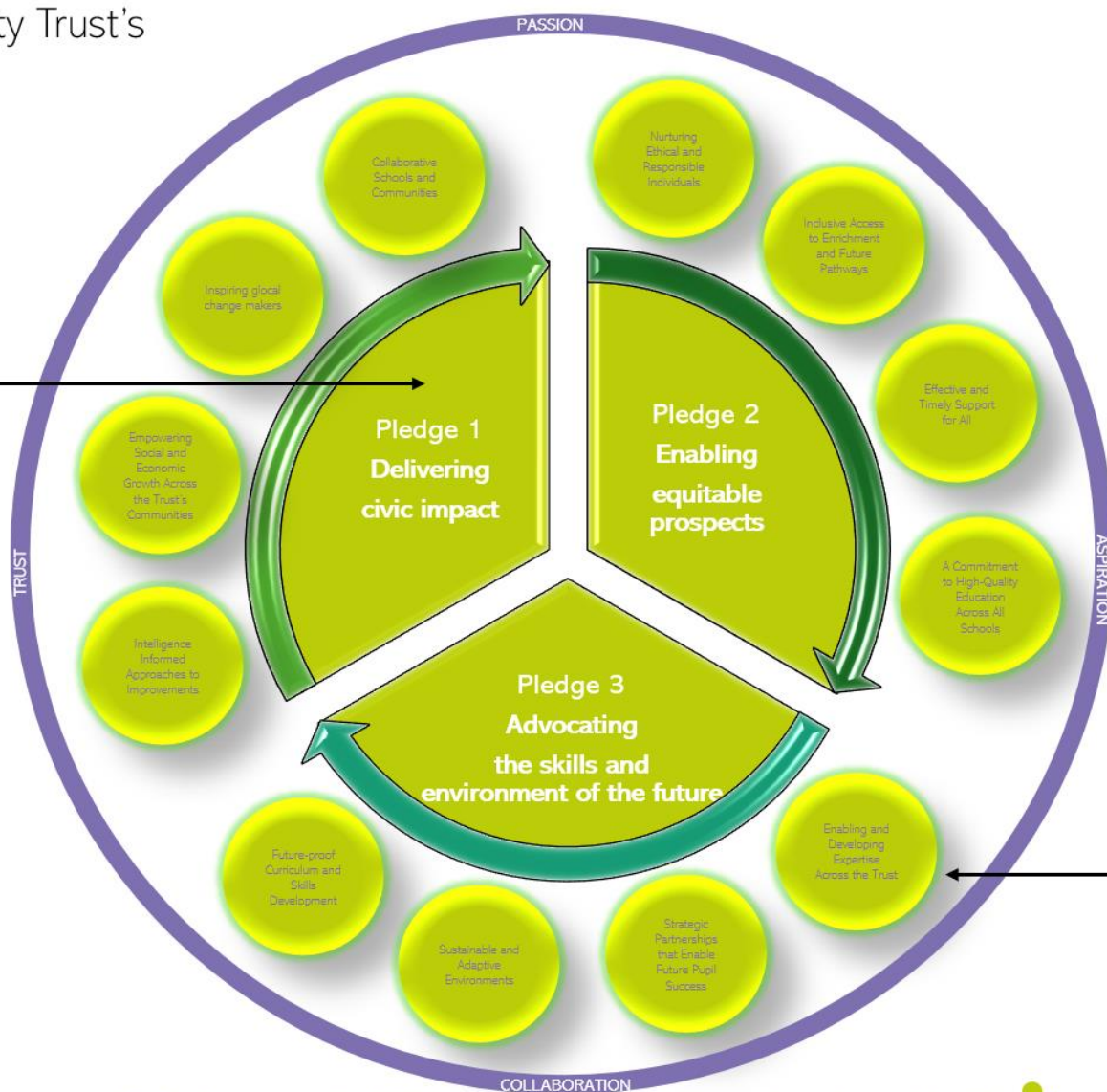
acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in

Prince Albert Community Trust's 2025-2028 strategy

EMPOWER 2028

Strategic pledges

Our 3 strategic pledges are a public commitment to take focused, long-term action on these key organisational priorities.



PACT values

The core principles that guide our behaviours, decisions, and culture.

Strategic priorities

The key areas of focus that guide our collective efforts and resources to achieve our long-term goals.

PACT vision

Enable every individual to succeed in school and in life



EMPOWER 2028

At PACT, our vision is built on the insights and leadership of sector experts and diverse voices across our education community.

We believe that meaningful change emerges when the collective intelligence of leaders, educators, students, and stakeholders informs the design of frameworks that are responsive, inclusive, and effective.

As we launch EMPOWER 2028, we are committed to co-creating a strategic approach that harnesses this shared wisdom to drive continuous improvement, equity, and wellbeing for all.

Education is a powerful force for social justice and human dignity. Our schools must be inclusive environments where every person, student and staff alike, is seen, respected, and supported holistically to flourish with hope, resilience, and purpose.

Through sustainable working conditions, professional learning, and a culture rooted in empathy and respect, we aim to empower pioneering educators and communities. Together, we will build a future where belonging, voice, and opportunity are guaranteed, and where education acts as a catalyst for positive societal transformation.

EMPOWER 2028 is more than a plan; it is a framework grounded in collective intelligence and shared leadership — guiding us to realise a hopeful, just, and thriving educational landscape for Birmingham and beyond.

Our Call to Action

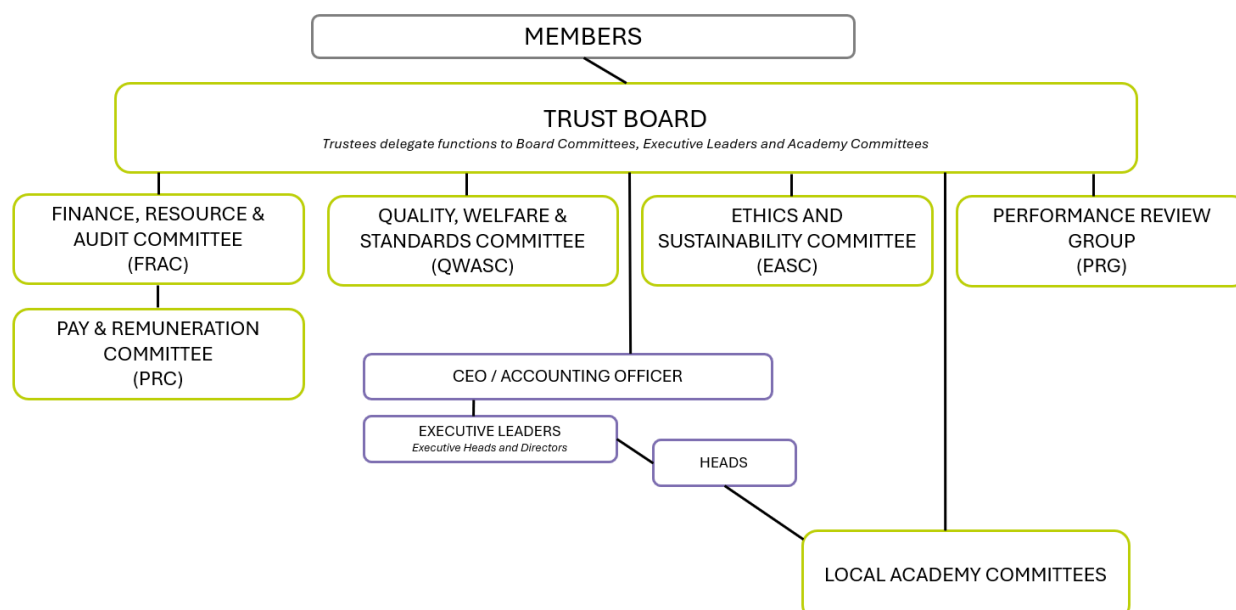
We call on every member of the PACT community: leaders, educators, students, families, and partners — to join us in shaping an education system grounded in human dignity, empathy, and respect.

Together, we must champion wellbeing, foster inclusive cultures, and commit to sustainable practices that enable everyone to flourish.

Let us harness our collective intelligence and diverse voices to design meaningful change. By working collaboratively, we can build schools where every individual belongs, is empowered, and is prepared to thrive in a rapidly evolving world.

This is our moment to act boldly, to lead with compassion, and to mobilise education as a force for social justice and hope. Together, we will realise the vision of EMPOWER 2028, creating a brighter future for all.

Governance Structure and Lines of Accountability



The Trust Board

- The MAT is the legal entity with the Trust Board having collective accountability and responsibility for the MAT and assuring itself that there is compliance with regulatory, contractual, and statutory requirements. The Trust Board provides:
 - **Strategic leadership of the academy trust:** the Trust Board defines the trust vision for high quality and inclusive education in line with its charitable objects
 - It establishes and fosters the Trust's culture and sets and champions the Trust strategy including determining what, if any, governance functions are delegated to the local tier
 - **Accountability and assurance:** the Trust Board has robust effective oversight of the operations and performance of the MAT, including:
 - The provision of education
 - Pupil welfare
 - Overseeing and ensuring appropriate use of funding
 - Effective financial performance
 - Keeping their estate safe and well-maintained
 - **Engagement:** the Trust Board has strategic oversight of relationships with stakeholders
 - The Trust Board involves parents, schools and communities so that decision-making is supported by meaningful engagement
- The Trust Board appoint the Trust's Executive (Chief Executive Officer (CEO)) to whom it delegates responsibility for delivery of its vision and strategy and will hold the Executive Leadership to account for the conduct and performance of the Trust, including the performance of the schools within the Trust, and for its financial management.
- In turn, the CEO line manages Executive Heads and Directors, and the schools' Heads are line managed by the Executive Heads, overseeing their professional development and the successful running of their schools.
- The Board constitutes committees for educational quality and standards, finance, resource and audit, ethics and pay and remuneration; these look in detail at the educational outcomes, resources, finances, executive pay, and other named roles. Please note this list is not exhaustive and exact duties are noted in the individual committees' terms of reference.
- The Board delegates some of its school level monitoring and scrutinising functions to local academy committees and uses these committees to promote stakeholder engagement and as a point of consultation and representation. The Chair of Trustees meets termly with the local chair community to celebrate individual school successes and provide a regular opportunity to holistically review strategic delivery, national policy developments and MAT sector priorities. Trustees do not need to sit on local academy committees, and so lines of communication to the Trust Board must be clearly established (through committee impact assessments and feedback loops on the committees' formal agendas).
- As the Head's management is overseen by the Executive Headteachers, the local academy committee no longer carries out the governance function of 'holding the Headteacher to account'. However, they must be confident that the Trust's performance management systems are working well, and if not, how they can make the Trust aware of their concerns. This arrangement will also affect the local academy committee's role in Ofsted inspections.

Roles and Responsibilities

Members

The Members of the Trust are guardians of the governance of the Trust and as such, have a different status to Trustees. Originally, they will have been the signatories to the Memorandum of Association and will have agreed the Trust's first Articles of Association (the legal document which outlines the governance structure and how the Trust will operate). The Articles of Association will also describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the Trust Board. The Members appoint Trustees to ensure that the Trust's charitable object is carried out and so must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the Trust to the Members. Members are also responsible for approving any amendments made to the Trust's Articles of Association.

There must be at least three members, although the DfE prefer at least five, and while Members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the Members and the Trust Board, and in line with DfE expectations, not all Members should be Trustees. Members are not permitted to be employees of the Trust.

Trustees

The MAT is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. PACT uses the term Trustees to avoid confusion between employed staff who may be referred to a Director of a specific area.

The Trust Board are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement(s), it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions, mentioned above.

The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

Trust Board Committees

The Trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership (there must be at least three Trustees, unless otherwise stated in the committee's terms of reference) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the Trust Board to appoint Board Committee Chairs and committee representatives according to their skillset.

The Academies Financial Handbook makes it clear that the Board of Trustees 'should have a finance committee to which the Board delegates financial scrutiny and oversight'. In Trusts where the annual income is above £50,000,000, there must also be a separate Audit Committee.

PACT currently has four Board Committees:

- Finance, Resource and Audit Committee (FRAC) including sub-committee, Pay and Remuneration Committee (PRC)
- Quality, Welfare and Standards Committee (QWASC)
- Ethics and Sustainability Committee (EASC)
- Performance Review Group (including external member) that oversees the performance management of Executive Leadership (PRG)

Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools and so the Executive Heads line manage the school Heads. As there is delegation of some governance functions to local academy committees, this may be with some input from the local academy committee chair.

The CEO is the Accounting Officer for the Trust, so has overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste, and securing value for money.

The CEO will delegate executive management functions to Executive Heads, Directors or Heads and is accountable to the Trust Board for the performance of the Executive Leadership Team.

Local Academy Committees

The Trustees may establish local academy committees to carry out some of its school level governance functions, although as Trustees are not required to sit on these committees and the committee's decision making is limited. The Trust Board will appoint the chair and ensure that two parents are appointed to sit on each Academy Committee.

The local academy committee serves as a knowledgeable resource within the community, offering a distinct perspective and the delegated duty to both assist and question the school and the Trust. Members of the local academy committee act as the Trustees' representatives in the community, providing valuable insight and feedback.

Delegated functions include:

- Provide a source of challenge and support to the Head.
- Ensure the development of a broad and balanced curriculum that will allow all pupils to be fully engaged, challenged, and motivated, leading to significant levels of progress and strong pupil outcomes.
- Monitor attainment as identified through end of key stage assessments along with internal data for subsequent year groups.
- Monitor and review the quality of teaching and learning by holding a clear and concise picture of current standards and areas for development as identified through the school's development plan.
- Engage with all stakeholders with specific regard for parents, understanding how to further develop positive relationships to support pupil progress, community cohesion and educational excellence across the MAT.
- Review, edit and subsequently amend school specific non-statutory and curriculum policies in line with best practice.
- In relation to SEN, to ensure that policies, procedures, and statutory guidance are followed ensuring best practice across the schools.
- Ensure that the school is adhering to safeguarding policies and procedures.
- Ensure that pupil premium and sports premium is being spent appropriately.
- Building an understanding of how the school is led and managed.
- Monitoring whether the school is:
 - working within agreed policies
 - is meeting their agreed targets.
- Report to the Board

As a committee of the Board, delegation can be removed at any time.

Heads of School and Headteachers (Heads)

The Heads are responsible for the day-to-day management of the school and are managed by the Executive Headteachers but report to the local academy committee on matters which have been delegated to it. This may include an element of monitoring and scrutiny of the school's management processes.

Non-delegate elements of PACT's enhanced next-generation governance model

Student Ambassadors

As part of our commitment to inclusive and future-focused governance, we are proud to introduce Student Ambassadors to our local academy committees. Each year, two students at each school will be appointed to represent the student voice, ensuring that young people have a platform to contribute to discussions that affect their education and school community. Student Ambassadors will respond to questions from committee representatives, share insights from their peers, and play an active role in shaping a culture of next generation governance across the Trust.

Shadow Board

PACT's Shadow Board is an internal advisory group that mirrors a formal governance board, giving staff from across the organisation a voice in strategic discussions. It provides fresh perspectives, promotes inclusive leadership, and helps inform decision-making while developing future leaders.

Overview of Delegation

Please see overleaf.

Key

✓ Action to be undertaken at this level.

Area	Decision		Delegation						
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Governance framework									
People	Members: Appoint/Remove	✓							
	Trustees: Appoint/Remove	✓ (up to 5 Trustees)	✓						
	Role descriptions for members	✓							
	Role descriptions for Trustees/Chair/ specific roles/committee: agree		✓						
	Appointing parent Trustee/committee member (where parental ballot is not possible)		✓					✓	✓
	Board Committee Chairs: appoint and remove		✓		✓	✓			
	Academy Committee chairs: appoint and remove		✓						
	Clerk to Board: appoint and remove		✓						
	Clerk to Academy Committee: appoint and remove		✓						
	Parental Engagement								
	Parent/Carer Behaviour & Conduct: removal and review of premises bans							✓	✓
Systems and structures	Articles of Association: review and agree	✓							
	Governance structure (committees) for the Trust: establish and review annually		✓						
	Terms of Reference for Board Committees and Scheme of Delegation for Academy Committees: agree annually		✓						
	Skills audit: complete and recruit to fill gaps		✓					✓	
	Regular self-review of Trust Board and Committees: complete annually or as appropriate		✓						
	Regular self-review of Academy Committees: complete annually or as appropriate							✓	
	Chair's performance reviewed periodically		✓					✓	

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
	Trustee / Academy Committee member contribution: review annually		✓					✓	
	Succession: plan for executive leadership		✓					✓	
	Annual schedule of business for Trust Board: agree		✓		✓	✓			
	Annual schedule of business for Academy Committee: agree							✓	
	Dealing with complaints: Stage 1 Stage 2 Stage 3		✓				✓	✓	✓ ✓
	Disciplinary Hearings		✓				✓		✓
	Exclusion Hearings		✓					✓	
Reporting									
Reporting	Publication on Trust and Schools' websites of all required details on governance arrangements: ensure		✓	✓				✓	
	Annual report on performance of the Trust: submit to members and publish		✓						
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit.		✓						
	Approval of Annual Returns such as, AAR, BFR, GPG, ONS Survey.								
	Annual report/Impact Statement: work of Academy Committee: submit to trust and publish			✓				✓	
Being Strategic									
	Determine Trust wide policies which reflect the Trust's ethos and values (facilitating discussions with unions where appropriate) including admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓		✓	✓	✓		

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Being Strategic	Determine school level policies which reflect the school's ethos and values to include e.g., admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve		✓				✓	✓	✓
	Pooling and distribution of funds: agree		✓						
	Management of risk: establish register, review, and monitor		✓				✓	✓	✓
	Engagement with stakeholders	✓	✓	✓	✓	✓	✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓						
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓				✓		✓
	Chief Executive Officer: appoint and dismiss		✓						
	Head of School: appoint and dismiss						✓		
	All other staff: appoint and dismiss						✓		✓
	Budget plan to support delivery of Trust key priorities: agree		✓						
	Budget plan to support delivery of school key priorities: agree						✓		
	Trust's staffing structure: agree		✓				✓		
	School staffing structure: agree						✓		
Holding to account									
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g., safeguarding, H&S, employment): agree		✓		✓	✓	✓	✓	
	Reporting arrangements for progress on key priorities: agree		✓					✓	
	Performance management of the Executive Leadership: undertake					✓			
	Performance management of Head of School: undertake						✓		
	Trustee monitoring: agree arrangements	✓	✓						

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
	Academy Committee Representative monitoring: agree arrangements		✓					✓	
	Academy Committee overall performance monitoring: agree arrangements		✓						
Ensuring financial probity									
Ensuring financial probity	Appoint Chief financial officer for delivery of Trusts detailed accounting processes		✓				✓		
	Trust's scheme of financial delegation: establish and review		✓		✓				
	School's scheme of financial delegation: establish and review				✓		✓		
	Appoint external auditors	✓							
	External auditors' report: receive and respond	✓	✓					✓	
	CEO pay award: agree		✓			✓			
	Head of School pay award: agree		✓		✓				
	Staff appraisal procedure and pay progression: review and agree		✓				✓		
	Benchmarking and Trust wide value for money: ensure robustness				✓				
	Benchmarking value for money: ensure robustness				✓		✓		
	Develop Trust wide procurement strategies and efficiency savings programme						✓		
	Changes to the current budget						✓		
	Approval of the annual budget		✓						
	Review and approve trust wide procurement strategies and efficiency savings programme				✓				
Operations									
Estates, Facilities and Health & Safety	Implement and review H&S policies, procurement and training. Provide H&S support		✓				✓		✓
	Ensure statutory H&S audits are reviewed and actioned accordingly						✓		
	Approve all relevant H&S policies and procedures						✓		
	Develop and monitor Trust estates strategic plan						✓		

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
	Manage and monitor statutory maintenance and building priorities to ensure they meet legal requirements and school needs						✓		
	Manage and monitor school facility usage including procedures and service level agreements						✓		
Cyber Security	Ensuring that systems are protected from unauthorised access: agree implementation of security systems such as 2FA						✓		
	Exemption for a stakeholder from any security protections in place such as 2FA: authorise exemption						✓		
	Technical security measures are set out in the PACT Technical Security Policy: review and approve policy						✓		
	Business Continuity Plan for PACT ICT Services including Disaster Recovery and Cyber Response Planning: review and approve policy/plan						✓		
Quality of Education									
Quality of Education	Robust accountability, oversight and assurance for educational performance for all pupil, including SEND		✓				✓	✓	✓
	Oversight of the curriculum and overall strategy for school improvement						✓	✓	✓
	Oversight of internal and external inspection and development against actions required		✓				✓	✓	✓
	Understanding of staff development, appropriate to the needs of the Trust/school			✓			✓	✓	✓
	Oversight of strategy to ensure effective relationships with parents and wider community			✓			✓	✓	✓
Safeguarding & Child Protection									
	Oversee audit visits to monitor statutory compliance against policies						✓	✓	
	Appoint a named Academy Committee Safeguarding representative			✓				✓	
	Form a team of Board members to hold the Trust accountable for overall policies and effective practise		✓	✓					

Area	Decision		Delegation						
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Safeguarding & Child Protection	Ensure all Trust Board members complete statutory safeguarding training			✓					
	Completes termly single central record checks						✓		✓
	Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils								✓
Policies, Procedures and Legal									
Policies, procedures and legal matters	Trust policies and procedures	The policy schedule will set out specific roles and responsibilities including for review and approval of individual policies							
	Governance policies and procedures		✓	✓				✓	
	Take legal advice on any matter			✓			✓		✓
	Legal action this is not linked to reputational matters						✓		
	Legal action that could be linked to the reputation of the Trust				✓		✓		

Review

The Scheme of Delegation shall operate from the effective date in respect of the Trust and all schools. The Trustees will review the Scheme of Delegation at least on an annual basis, and alter any provision of it. In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the Executive Leaders and Academy Committees.