



inspiring the journey for
independence together

GOVERNANCE STRUCTURE AND SCHEME OF DELEGATION

Reviewed:

Signed by:  (Chair of the Trust)

Date: July 2026

Date of next review: July 2027

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1 Introduction

Rivermead Inclusive Trust (RIT) is a charity and a company limited by guarantee, incorporated on 3rd November 2015. The Memorandum and Articles of Association define the powers and requirements of the Trust Board. All Trustees of the charity are also Directors of the company.

This Scheme of Delegation outlines how governance responsibilities are distributed across the Trust to ensure clear accountability, strong oversight, regulatory compliance and effective decision-making. It should be read alongside the Trust's Articles of Association, Terms of Reference and the Academy Trust Handbook.

The Trust Board is accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education it provides and it is required to have systems in place through which it can ensure high quality teaching, effective financial management, safe environments and good practice.

In accordance with the terms of its Articles of Association, the Trust's powers are exercised by its Trustees with the CEO having executive authority for day-to-day operations. Trustees may appoint Sub Committees within the Trust board to focus on looking at areas in more depth such as finance or learner experience. They can also set up local level committees including a Local Advisory Board (LAB) for each school within the Trust. In accordance with the terms of its constitutional documents and, where applicable, determinations made by the Trustees, this Scheme of Delegation sets out in detail those powers which are reserved to the Trustees (the Board) and the responsibilities delegated to Executive Officers, Committees and LABs.

2 Our Vision and Values

2.1 Vision

Inspiring the journey for independence together



Inclusivity, collaboration, and academic excellence are central to our practice; ensuring that children and young people within the Rivermead Inclusive Trust family are provided with exceptional learning experiences, transforming the lives of all within our unique school communities.

We all have the shared belief that the development of each child, young person and staff member must be at the heart of everything we do.

3 Values

Our work is underpinned by the following values: Professional honesty and inclusion are at the heart of all we do. The Rivermead Inclusive Trust knows the schools and provisions exceptionally well, because of the strong **collaboration** between staff at all levels including school leaders and the Trust team. With transparency, credible challenge, and effective support, we move forwards together to **excel** in our vision and the best outcomes for our children, young people, staff, and families/carers. The Trust is committed to improving the local offer for all pupils within our communities; through excellent collaboration with local schools, skilled professionals, parent groups and businesses, our bespoke expertise is shared allowing more local children and young people, to benefit from these skills and resources.

The Trust **aspires** to ensure children and young people are well equipped academically, socially, and emotionally for the next stages of their educational journey. Fostering excellent relationships at all levels and having access to many trusted and highly skilled adults, the Trust **aspires** to ensure our children and young people thrive in a safe and supportive learning environment. We want our pupils to participate and achieve high standards of cultural capital, enhanced with our 'RIT Learning Passports', regardless of potential barriers to learning. We are committed to supporting our community through charity work, with our children and young people contributing as active global citizens to their local area. The Trust aims to be a beacon of SEND support within the local and wider area, so that we are the first choice for SEND training and outreach services. We **aspire** to grow our Trust in a well-considered and sustainable way to ensure financial security for all trust schools and create more opportunity for **collaboration**.

As well as an enriched academic offer, our schools promote a culture in which children and young people are **nurtured** to enable them to flourish. We support pupils holistically, with Trust access to our own dedicated team of therapists, allowing for more children and young people in the Trust schools to **excel**. The Trust are dedicated to **nurturing** the staff through our well-being packages, career development support and access to a skilled HR network.

We value our pupils equally, whatever the difference in their abilities or behaviours and believe that everyone is a respected member of our Trust family. The Rivermead Inclusive Trust ensures that everyone has a strong voice within our community, which is celebrated so that everyone feels a clear sense of having their voice heard and feeling of **belonging**. We are passionate in ensuring equity for all through our excellent work around diversity and inclusion. We are committed to building positive relationships with all families/ carers, so that they can play an active part in school life. We strive to ensure that as a responsible and people centred employer, staff feel respected and valued and as a result they choose to remain and grow within the Trust family.

The Trust is an organisation which is driven by the belief that all children and young people deserve the highest standard of education and should **excel** academically due to the pertinent and relevant bespoke curriculum and the high-quality teaching and support on offer. It is essential for us that all pupils **excel** in their studies and for those who have the capacity to achieve or perform at an exceptional level, they are encouraged and supported to do so. We are strong advocates for all children and champion every individual to **excel** so that individual strengths and talents are recognised.

The board of Trustees holds the Chief Executive Officer to account for the operationalisation of these values through the Trust Improvement Framework and the objectives set on the Trust

Development Plan. All schools within the Trust also mirror these values and principles and align their School Development Plan objectives accordingly.

4 Our Governance Structure

KEY:
 - Governance (dashed blue line)
 - Staff (solid red line)

MEMBERS (Governance) connects to **TRUSTEES** (Governance).
TRUSTEES (Governance) connects to **CHAIR OF TRUSTEES** (Governance), **EDUCATION AND LEARNER EXPERIENCE COMMITTEE** (Governance), and **FINANCE, RISK AND AUDIT COMMITTEE** (Governance).
GOVERNANCE PROFESSIONAL (Staff) connects to **TRUSTEES** (Governance).
CHAIR OF TRUSTEES (Governance) connects to **CHIEF EXECUTIVE OFFICER** (Staff).
CHIEF EXECUTIVE OFFICER (Staff) connects to **DEPUTY CEO** (Staff), **DIRECTOR OF SCHOOL IMPROVEMENT** (Staff), **CHIEF FINANCIAL OFFICER** (Staff), and **HR MANAGER & PA TO CEO** (Staff).
DEPUTY CEO (Staff) connects to **EHT PRIMARIES** (Staff).
DIRECTOR OF SCHOOL IMPROVEMENT (Staff) connects to **EHT PRIMARIES** (Staff) and **EHT SECONDARY & SPECIAL** (Staff).
CHIEF FINANCIAL OFFICER (Staff) connects to **EHT PRIMARIES** (Staff) and **EHT SECONDARY & SPECIAL** (Staff).
EHT PRIMARIES (Staff) connects to **WALDESLADE PRIMARY SCHOOL** (Staff), **ACADEMY OF WOODLANDS** (Staff), **HOO ST WERBURGH PRIMARY SCHOOL & THE MARLBOROUGH** (Staff), and **LUTON PRIMARY SCHOOL** (Staff).
EHT SECONDARY & SPECIAL (Staff) connects to **RIVERMEAD SCHOOL** (Staff) and **INSPIRE ACADEMY** (Staff).
WALDESLADE PRIMARY SCHOOL (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEADTEACHER** (Staff).
ACADEMY OF WOODLANDS (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEAD OF SCHOOL** (Staff).
HOO ST WERBURGH PRIMARY SCHOOL & THE MARLBOROUGH (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEAD OF SCHOOL** (Staff) and **HEAD OF PROV** (Staff).
LUTON PRIMARY SCHOOL (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEAD OF SCHOOL** (Staff).
RIVERMEAD SCHOOL (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEAD OF SCHOOL** (Staff), which connects to **HEAD OF POST 16 AND R&R** (Staff).
INSPIRE ACADEMY (Staff) connects to **LOCAL ADVISORY BOARD** (Governance), which connects to **HEAD OF SCHOOL** (Staff).

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will be reported back to the Board and properly recorded. Trustees are clear about the matters it will not delegate.

The board as a corporate body is accountable for all actions taken in its name by committees or individuals to which it has delegated functions. Where the Chief Executive delegates tasks to other members of staff the Chief Executive remains accountable to the Board of Trustees.

Trustees/directors do not incur any personal liability in respect of anything done honestly, responsibly and in good faith exercising their powers or delegating that power to the Chief Executive.

5 Competencies, qualities and skills of our Trustees and Committee members

The following core competencies and skills are expected:

- a. work as a team;
- b. undertake training as required to enable them to fulfil their role
- c. attend meetings
- d. be prepared to contribute to discussions and commit to agreed actions;
- e. be respectful of the views of others and to be open to new ideas and thoughts;
- f. treat all confidential information confidentially;
- g. act with integrity, avoiding any personal conflicts of interest and complying with the RIT's Articles of Association;
- h. develop a deep understanding of the vision and ethos of the RIT and its schools and the roles played by all individuals in fulfilment of the RIT's mission;
- i. understand the policies and procedures of the RIT and how these flow down to the schools;
- j. support the RIT in public and act as an ambassador of both the RIT and the schools;
- k. be ready to ask challenging questions;
- l. be focused on problem solving and be ready to learn from past experiences;
- m. undertake site visits to get a full understanding of the schools within the Trust

These personal qualities and values: will be evident in everyone throughout our governance:

- a) desire to create positive change for young people
- b) commitment to the aims and objectives of the Trust
- c) willingness to devote time and effort;
- d) ability to work effectively as a team while contributing an independent perspective;
- e) ability to build productive and supportive professional relationships;
- f) commitment to the Nolan's seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership; commitment to equal opportunities and anti-discriminatory practice;
- g) commitment to safeguarding young people;
- h) reliability and integrity.
- i) record of continuous professional development and willing to learn;

Those involved with our governance will have and demonstrate the following skills:

- a) ability to think creatively
- b) good, independent judgement
- c) ability to use financial and workforce data to inform decision-making
- d) ability to listen
- e) skills and willingness to work with a majority vote and deliver that decision

6 Legal reasons that prevent serving as a RIT Trustee

Those serving as a Trustee of RIT must in addition be entitled to act as a Trustee. If any of the following apply, an individual is not able to be a RIT Trustee. We require our Trustees to make a declaration that none of the following apply:

- a) Disqualified from acting as a charity Trustee
- b) Convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as “spent”)
- c) Been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft
- d) Used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance
- e) Un-discharged bankrupt
- f) Made compositions or arrangements with creditors from which they have not been discharged
- g) Removed from serving as a charity trustee, or been stopped from acting in a management position within a charity
- h) Disqualified from serving as a company Trustee
- i) Included in the list kept by the Secretary of State for Education under Section 1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on an Advisory Board of a school;

Further our Trustees and Committee members will be able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why she/he should be unsuitable for working with children.

7 Review

Trustees reserve the right to cease delegation in part or full without notice; for example, in response to a serious incident or should the individual, Committee or Local Advisory Board, fail to carry out their duties and responsibilities effectively. Notwithstanding para 5.1. Trustees will review the effectiveness of this scheme of delegation at least annually.

MEMBERS	
Purpose	The Members are the guardians of the RIT's constitution (Articles of Association), providing oversight and challenge of the Trustees to ensure the charitable objects of the Trust are being fulfilled. The members are akin to the shareholders of a company; they have ultimate control over the Trust.
Membership	There will be up to five Members. No Trustee or RIT employee shall also be a Member.
Quorum	A majority of Members must be in attendance.
Other attenders	The Chief Executive may be invited to attend General Meetings of Members. Trustees are entitled to attend General Meetings of the Members.
Other requirements	1. Every Member shall sign a written consent to become a Member 2. Every Member is required to sign the register of Members on becoming a Member 3. A Member may resign provided that after such resignation the number of Members is not less than three. 4. Every Member of the Trust undertakes to contribute such amount as may be required (not exceeding £10) to the Trust's assets if it should be wound up whilst he or she is a Member or within one year after he or she ceases to be a Member.
Responsibilities	1. Members are able to amend the Articles of Association subject to any restrictions created by the funding agreement or charity law. 2. Members may, by special resolution, appoint new Members or remove existing Members other than, where there would be less than three remaining. 3. Members have powers to appoint Trustees as set out in the Articles of Association and powers under the Companies Act 2006 to remove Trustees. 4. Members may, by special resolution, issue direction to the Trustees to take a specific action. 5. Members must appoint the Trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act). 6. Members have the power to change the Trust's name and, ultimately, wind it up.

BOARD OF TRUSTEES

Purpose	Trustees are the legal custodians of the charity. As such our Trustees are ultimately responsible for the Trust and must exercise those responsibilities with due diligence in fulfilling the Trust's objects and in line with the Funding Agreement and regulatory framework for education, charities and companies. The Trust Board may delegate some of their powers and functions. The Trust Board will delegate to the Chief Executive responsibility for day-to-day operations of the Trust.
Membership	The Board has determined that it will consist of at least 10 Trustees. The number of Trustees who are also employees of the Trust shall not exceed one third of the total number of Trustees.
Term of Office	Term of office is four years. Trustees may be appointed for a maximum of three terms (12 years) unless an extension is approved by the Members.
Quorum	One third or three Trustees eligible to vote whichever is the greater.
Chair	A Trustee to be appointed by the Board of Trustees
Vice Chair	A Trustee to be appointed by the Board of Trustees
Frequency	At least three times per year including one Business Meeting
Other attenders	From time to time, the Chair might invite others to attend for specific discussion.
Serviced by	Governance Professional reporting to the Chair
Other requirements	1. Additional meetings may be called by either (a) the Chair or (b) three Trustees 2. Meetings may take place via remote involvement via conference call or conferencing software such as Microsoft Teams provided any decision is subsequently minuted 3. Task & Finish Groups may be established but not where the work is delegated to a sub-committee. 4. Board meeting agendas will include requirement for a report (verbal or written) from the Chief Executive Officer, updates can be made verbally or written from the Chair of Trust of the Chair of Committees. 5. Minutes from Local Advisory Board meetings will be made available to all Trustees once ratified. 6. All Trustees shall receive a copy of the monthly management accounts for scrutiny. 7. The Trust Board's Scheme of Delegation shall be reviewed annually and sets out what the board has opted to delegate to its committees and executive/senior leaders on the understanding that they will carry out their delegated duties strictly in line with the committee Terms of Reference and Scheme of Delegation and to maximise effectiveness, efficiency and impact from the Trust's governance arrangements.

	8. The Trust Board may delegate such authority as it deems appropriate to Local Advisory Boards (LABs) but the Board of Trustees remains collectively responsible for every decision made by a LAB. Decisions made under delegated authority must at all times be in line with the values of the Trust. Consequently, the Trust will not; a. Restrict its own ability to withdraw such delegation at any time, with or without notice; or b. Delegate authority to a LAB to act in a way inconsistent with any of the Trust's published policies and procedures. 9. Delegations from the Trust Board can be removed at any time. The Trust Board may reduce or remove delegated authority where significant concerns arise relating to safeguarding, compliance, governance, finance or educational performance. Delegation may be adjusted following clear escalation process and can be reinstated when sustained improvement is demonstrated.
Responsibilities that cannot be delegated	1. The Board of Trustees is the employer of all staff and therefore it is the final appeal body of pay and staff discipline. 2. The Board of Trustees is the legal admissions authority for all schools in the Trust. 3. The Board of Trustees will agree the final budget for the Trust central function and each school.
Assurance	The Trust Board takes out indemnity insurance annually to protect those working in it, or on behalf of it, from civil and criminal proceedings where they are acquitted by the court from liability of negligence, default, breach of duty or breach of trust in relation to the affairs of the Trust. The Trust Board carries out an annual self-evaluation process to review its effectiveness and improve its performance.

FINANCE, AUDIT AND RISK COMMITTEE

Purpose	1. Monitoring compliance with the Academy Trust Handbook. 2. Directing the Trust's programme of internal control scrutiny and reporting to the board on the adequacy of the Trust's financial and other controls. 3. Scrutinising and managing the risks identified in the Trust's overall Risk Register. 4. Ensuring all Trust academies are fully compliant with current health and safety legislation. 5. Ensuring all Trust policies relating to finance, health and safety, premises, IT and HR are in place and approving statutory policies. 6. Providing oversight of financial performance, achieving value for money and sustainability. 7. Overseeing all pay awards and approved changes to staffing structures – this may be delegated further to a Pay committee, of which the majority of members must be Trustees. 8. Monitoring compliance with statutory reporting requirements including financial returns.
Membership	The Committee will consist of up to 8 people including at least four Trustees including the Chair and CEO.
Quorum	Five committee members of which three must be Trustees.
Chair	A Trustee to be elected from within the Committee. The Chair of the Committee cannot be the Chair of the Trust.
Vice Chair	A Trustee to be elected from within the Committee
Frequency	At least 3 times per year (these can be combined with the full board meeting)
Other attenders	Headteachers of each school will be invited to attend at key reporting periods.
Serviced by	Chief Financial Officer / CEO as Accounting Officer
Other requirements	1. Additional meetings may be called by either (a) the Chair or (b) three Trustee committee members 2. Meetings may take place via remote involvement via conference call or conferencing software such as Microsoft Teams provided any decision is subsequently minuted 3. Task & Finish Groups may be established but not where the work is outside of the scope of the Committee

EDUCATION AND LEARNER EXPERIENCE COMMITTEE

Purpose	1. Agreeing decisions and actions, as advised by the Chief Executive, to improve/develop quality of teaching and learning within any Trust School. 2. Ensuring there are adequate arrangements for Safeguarding. 3. Holding the central team to account for all learning and achievement aspects of the Trust Strategic Plan. 4. Ensuring the best experiences are provided for learners including both educational and pastoral through reporting by the central team. 5. Ensuring the curriculum is fit for purpose. 6. Ensuring effective running of any Trust sub boards including teaching and learning group, attendance forum, SEND forum and Inclusion forum. 7. Monitoring attendance. 8. Overseeing the educational performance of different pupil groups, including people with SEND and disadvantaged pupils. 9. Keeping abreast of all Equality, Diversity and Inclusion initiatives across the Trust. 10. Panels – from time to time a Panel of Trustees may be called e.g. to hear a complaint. In such an instance, the decision of the Panel of Trustees shall be binding as a decision of the Board. 11. To provide assurance to the board regarding the effectiveness of inclusion, SEND, pupil participation, attendance, and outcomes for vulnerable groups.
Membership	The Committee will consist of up to 8 people including at least four Trustees and the CEO.
Quorum	Five committee members of which three must be Trustees
Chair	A Trustee to be elected from within the Committee
Vice Chair	A Trustee to be elected from within the Committee
Frequency	Three times annually
Serviced by	CEO / Deputy CEO Director of School Improvement
Other attenders	Headteachers of each school will be invited to attend at key reporting periods. A LAB member from each LAB are able to attend. Trustees must be notified if a LAB member wishes to attend.

Other requirements	1. Additional meetings may be called by either (a) the Chair or (b) three Trustee committee members 2. Meetings may take place via remote involvement via conference call or conferencing software such as Microsoft Teams provided any decision is subsequently minuted 3. Task & Finish Groups may be established but not where the work is outside of the scope of the Committee
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LOCAL ADVISORY BOARD	
Purpose	The Local Advisory Board is a committee established by the Trustees to carry the Trust's vision, policies and priorities forward based on the specific qualities and community characteristics of each academy. Governors are responsible for driving educational improvement via the monitoring and evaluation of the School Development Plan (SDP), provision of challenge, as well as support and to act as a critical friend for school standards; pupil outcomes for all; wellbeing; stakeholder engagement and regulatory compliance i.e. safeguarding, health and safety, SEND. The Local Advisory Board provides assurance to the Trust Board on the quality of education, safeguarding, Behavior and attendance, escalating concerns when required.
Membership	A Local Advisory Board will consist of a minimum of six Governors as follows: • 1 x Headteacher/Head of Provision (one vote per location under discussion – as directed by the Chair of the LAB) • 1 x Staff Governor • 2 x Parent Governors • 2 x Co-opted Governors Trust Representatives will be in attendance at each meeting, but is not eligible to vote. Associate Governors may be appointed subject to the approval of the CEO, subject to the needs of the LAB. Associate governors are not eligible to vote. The proportion of staff must be no more than one third of the total LAB membership.

Term of Office	Term of office is four years. Governors may be appointed for a maximum of three terms (12 years) unless an extension is approved by the Trust Board. Associate Governors have a term of one year.
Quorum	One third or three Governors eligible to vote whichever is the greater.
Chair	Chair to be appointed by the Local Advisory Board. (The DfE restricts employees of the school from being appointed as Chair or Vice Chair)
Vice Chair	To be appointed by the Local Advisory Board
Frequency	At least four times per year
Other attenders	- From time to time, the Chair of the Local Advisory Board might invite others to attend for specific discussions. Particular effort is made to involve senior and middle leaders within the academy as part of succession planning and skills development - The Chair and Chief Executive Officer of the Trust has right to attend any Local Advisory Board meeting
Term of Office	Term of office is four years. Governors may be appointed for a maximum of three terms (12 years) unless an extension is approved by the Trust Board. Associate Governors have a term of one year.
Quorum	One third or three Governors eligible to vote whichever is the greater.
Chair	Chair to be appointed by the Local Advisory Board. (The DfE restricts employees of the school from being appointed as Chair or Vice Chair)
Vice Chair	To be appointed by the Local Advisory Board
Frequency	At least four times per year
Other attenders	- From time to time, the Chair of the Local Advisory Board might invite others to attend for specific discussions. Particular effort is made to involve senior and middle leaders within the academy as part of succession planning and skills development - The Chair and Chief Executive Officer of the Trust has right to attend any Local Advisory Board meeting
Other requirements	- Meetings may take place via remote involvement via conference call or conferencing software such as Microsoft Teams provided any decision is subsequently minuted - Meeting agendas will include requirement for a written or verbal report from the Headteacher. - Minutes from Local Advisory Board meetings will be made available to all

	Trustees once ratified.
Headteacher responsibilities	• Chars to be updated by heads of school with updates that may be contentious that are sent out to parents. • Chairs to be updated with any changes such as snow closures, lockdown restrictions etc. • Hold regular catch up meetings with Chair. • Chairs to receive copies of any newsletters.
LAB Responsibilities	1. Approve the school's vision and values (aligned with the Trust's vision and values) 2. Monitor and evaluate the school's educational performance against the School Development Plan, challenging the Headteacher in relation to the impact of interventions and support and agreeing follow-up action or celebrating achievements. 3. Monitor and evaluate the school's published curriculum statement of intent, implementation and impact. 4. Approve school specific policies. 5. Monitor and evaluate impact of the school's communication; ensuring it is aligned with the Trust's key messages and promotes the voice of parents, staff and children 6. Champion the Trust to parents/communities; promoting strong link with the community. 7. Appoint a designated governor for the below areas to facilitate effective monitoring and evaluation in each of these vital areas: • Inclusion and SEND • Curriculum and Teaching • Safeguarding • Achievement, Attendance and Behaviour • Personal Development and Wellbeing • Early Years and Post-16 – where applicable • Leadership and Governance 8. Contribute to the appointment of school leaders/teachers and performance management of the Headteacher. 9. Monitor the effectiveness of PPG and Sports Premium funding. 10. Self-evaluate LAB performance and impact on pupils' outcomes and development on an annual basis.

CHAIR OF THE TRUST BOARD	
Purpose	• Project the Trust externally, increasing its visibility • Bring leadership and challenge internally, particularly to the Chief Executive Officer • Ensure that the organisation and the workings of the Board of the Trustees remain true to the core values of the Trust • Work in confidence with the Chief Executive Officer - be available, make time to listen to concerns and give constructive challenge and support
Other requirements	• Engage with partners and politicians • Approve decisions on behalf of Trustees when an urgent decision is required between Trustee meetings – Chairs Actions • Work with the Governance Professional to ensure the effective operation of the Board • In the Chair's absence, this Terms of Reference applies to the Vice Chair

CHIEF EXECUTIVE OFFICER	
Purpose	• The CEO is the Accounting Officer for the Trust so has overall responsibility for the operation of the Academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money. • Delegated responsibility for the day to day affairs of the Trust on Trustees' behalf, including power to further sub-delegate such powers and authority to any employees of the Trust and of any of its subsidiary entities, provided that the powers and authorities delegated shall only include the exercise of any power or activity included in the delegation schedule. Power to sub-delegate those above duties and responsibilities to senior staff by reference to their functional remit and to authorise further sub-delegation by those employees within their functional areas of responsibility. • Approving standards and processes to provide effective control over the major business risks affecting the achievement of the objectives • Approve organisational policies other than those stipulated in the Scheme of Delegation and needing sign-off within the governance arrangements.

Other requirements	There are four limitations to this delegation: 1. The Scheme of Delegation sets out specific detail of this delegation. 2. During any period in which there is not a Chief Executive Officer in post, the Board of Trustees will determine what if any delegation interim post-holders should have. 3. The Chief Executive Officer may not be appointed as a Trustee.
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9 Scheme of Delegation

This Scheme identifies the key decisions that are required in connection with the overall governance and management of Rivermead Inclusive Trust and individual academies within it and should be read in conjunction with the Terms of Reference and Articles of Association.

The bodies identified in the Scheme are as follows:

- Members
- Trust Board – including delegations to the:
 - o Finance, Audit and Risk Committee
 - o Education and Learner Experience Committee
- Local Advisory Boards (LABs)

While this scheme intends to cover all foreseen aspects of responsibility and procedure, it is not exhaustive and when in doubt all parties should engage in meaningful consultation before acting, in order to ensure that the Trust meets the regulations as set out in the Academy Trust Handbook.

9.1 It is the Rivermead Inclusive Trust's stated intention and preference that:

- The Trust and LABs will work collaboratively and in partnership at all times.
- The Trust will make decisions, following consultation with LABs on matters related to all the academies in the Trust. LABs will make decisions within their powers of delegation on matters which affect individual academies and make recommendations to the Trust and the Headteacher of the Academy.
- The Trust Board will put into place effective arrangements for monitoring and evaluating the performance of the LABs and academies.
- LABs/Headteachers will report regularly and frequently to the Board and will make available all relevant data and information on performance and effectiveness.

9.2 Members of the LABs agree to:

- Attend such training as is reasonably required by the Trust in order to update and improve the knowledge and skills available within the LAB to fulfil its role.
- Provide the information required by the Trust in the form indicated in this Scheme of Delegation and its Appendix and not to withhold any information which the Trust reasonably requires.
- Refer certain decisions to the Trust for approval as set out in this Scheme, and not to act, or to omit any act, in reliance on such a decision prior to obtaining such approval.

All policies referred to in this Scheme of Delegation relate to the current policies stored in

the Trust SharePoint and/or published on the www.rivermeadinclusivetrust.co.uk or the individual school websites in the case of school specific policies.

10 Quick links to areas of responsibility

- [Governance](#)
- [Strategy](#)
- [Quality of Teaching](#)
- [School Improvement](#)
- [Curriculum](#)
- [Early Years Foundation Stage \(EYFS\)](#)
- [Finance](#)
- [Recruitment of Staff](#)
- [Staff Professional Development](#)
- [Performance Management](#)
- [Inspection](#)
- [Communication](#)
- [Links with parents, carers, guardians and the wider community](#)
- [Review of local school policies, processes and procedures](#)
- [Risk Management](#)
- [Safeguarding](#)
- [Buildings and Maintenance](#)
- [Health and Safety](#)
- [Provision of Information](#)
- [Data Protection/GDPR](#)
- [Handling of Complaints](#)
- [Admissions](#)

Performance management, staffing and pay

Trustees (the Board)	CEO and Executive team	Local Advisory Boards	Headteacher
• Responsible for approving Trust policies for performance management and pay to include terms and conditions of employment and setting of pay scales • Directly responsible for the performance management of the Chief Executive, grievance or disciplinary action • Approve annual pay awards applicable for all groups of staff • Responsible for authorising performance-based pay awards for the Central Executive team as proposed by the CEO • Responsible for monitoring pay progression awarded for the central team • May be requested to be part of a pay appeal panel • Approve restructuring of central team and central executive posts • Be part of a panel to dismiss or discipline a Headteacher or a central executive member • Participate in formal capability Panel against the CEO, member of the Executive, central team or	• Develop overall policies for performance management and pay • Contributes to performance management of the Headteacher in conjunction with a member of the LAB • Provide professional support for performance management across all schools • Undertake and approve pay progression of central team members • May be requested to be part of a pay appeal panel • Approve restructuring of Headteacher post • Responsible for proposing central team restructuring • Responsible for agreeing new roles and ensuring that new roles are evaluated through the Board • Responsible for communicating all changes to LABs and Headteachers and ensuring that relevant information is available • Be part of a panel to dismiss or discipline a Headteacher or central executive member	• May be requested to be part of a pay appeal Panel • Responsible for managing the performance of the Headteacher and monitoring this through the appraisal process and regular Chair meetings • Responsible for actioning informal capability and structured support to the Headteacher where appropriate • Contributes to performance management of the Headteacher in conjunction with a member of the Executive team. • Monitors pay progression for school-based staff and triangulates with the SDP • Approves and supports restructuring of school-based posts (not Headteacher) • Discipline/dismiss school-based staff as part of a panel • Be part of an appeal for school-based staff • Support grievance process lodged by school staff where Headteacher has had previous involvement	• Responsible for managing performance of school-based staff and implements Trust performance management policies for all staff in schools • Ensures HR policies and processes are implemented in line with policy • Ensures LABs have sufficient information to monitor performance management and pay progression • Ensures pay and performance management are conducted in line with equality requirements, Trust policy and procedure • Recommends pay progression for school-based staff in line with the Pay Policy to include UPS teachers • Moderates pay progression of school-based staff • Commencing informal capability and structured support for school staff • Discipline/dismiss school-based staff as part of a Panel • Investigate formal grievance against school-based staff unless grievance is against the Headteacher

Governance Professional or Headteacher • Investigate a grievance lodged against a member of the executive team /Governance Professional • Be part of an appeal panel for action taken against a Headteacher or member of the central team • Responsible for determining pay progression of the Executive team through the Remuneration Committee and staff through the Pay Committee	• Be part of a formal capability panel against a Headteacher or member of the central team • Investigate a grievance lodged against a member of the central team • Be part of an appeal for action taken against a Headteacher or a member of the central team	• Investigate a grievance lodged against the Headteacher • Participate in formal capability against a member of school-based staff	• Lead formal capability against school-based staff • Consults with LAB on staff restructure plans, using central team expertise
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Inspection			
Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Receive inspection reports and lessons learned as appropriate • Receive reports regarding proposed actions to address key issue where a school is found to be inadequate or requiring improvements	• Provide support to the school prior to, during and after inspections • Provide update training for Ofsted inspections	• Understands the requirements of the inspection process and supports the Headteacher • Responsible for engaging fully with the inspection process • Communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements	• Responsible for ensuring all staff and the LAB fully understand requirements of the inspection process

Communication			
Trustees (the Board)	CEO and Executive team	Local Advisory Boards	Headteacher
• Communicate a clear vision, strategy and communication plan for the Trust	• Ensure effective communication between the Board, LAB Chairs, Headteachers and other staff • Ensure that staff understand relevant organisational strategies and associated priorities • Ensure that schools are communicating appropriately with their communities • Responsible for Trust wide communication about schools, including inspection outcomes	• LAB Chair (with Headteacher) responsible for ensuring LAB members have all the information they require to be well informed about both the school and the Trust • LAB Chair (with Headteacher) responsible for ensuring the views of the LAB are well communicated to Trustees and Executive • Responsible for submitting agendas/ papers/minutes for LAB meetings on GovernorHub • Responsible for ensuring the activities of the LAB are communicated clearly to the school community • Monitors communication with staff, parents and community to ensure that priorities are well understood and issues of concern addressed • Triangulate parental and staff feedback, ensuring that appropriate plans are in place to address concerns and key issues	• (With LAB Chair) responsible for ensuring LAB members have all the information they require to be well informed about both the school and Trust • (With LAB Chair) responsible for ensuring the views of the LGC are well communicated to Trustees and Central Office • Ensures that organisational priorities are understood by staff, parents and pupils as appropriate • Ensure all staff and volunteers are trained and abide by policies and codes of conducts as regards communication including use of social media • Ensure that staff and parental surveys are carried out twice a year and followed up appropriately • Conduct at least twice-yearly pupil voice activities and respond to any concerns identified

Links with parents, carers, guardians and the wider community

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Ensure development of strategy for links with parents, carers and guardians	• Develop strategy for links with parents, carers and guardians	• Responsible for monitoring the school's links with parents, carers, guardians and the wider community • Responsible for supporting and challenging the school to improve and develop links	• Responsible for developing effective links with parents, carers, guardians and the wider community

Review of policies, processes and procedures

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Review and approve Supporting Pupils with Medical Needs policy • Review and approve the Trust Health and Safety policy • Review and approve all statutory Trust-wide policies • Review number and nature of complaints across the Trust	• Development of exemplar policies, policy guidance and compliance checklists • Monitor schools' adherence to the cycle of policy reviews	• Review and approve school specific safeguarding policy • Review and approve all statutory school specific policies • Ensure adherence to regular cycle of school policy reviews • Ensure that practice within the school reflects most up-to-date policy documents – if practice does not follow policy guidance, then policies are not effective and should be reviewed • Regular cycle of process scrutiny e.g. Attendance registers, complaints log, work experience procedures	• Regular updating of all school policies • Regular updating of process and procedures e.g. attendance registers, complaints log, work experience procedures • Ensures that school health and safety policies are reviewed in accordance with Trust requirements including those determined by local risk assessment

Risk management

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Overall responsibility for the risk management framework • Approve the Trust Risk Management Policy, including setting risk tolerances and determining risk appetite • Consider the minutes of the Finance, Audit and Risk Committee, including the committee's review of the Strategic Risk Register, at each of its meetings	• Manage the strategic risks facing the organisation • Draft and implement a Trust Risk Management Policy • Maintain, regularly review and update the Trust Strategic Risk Register • Audit school compliance with policy including existence and regular review of school key risk register	• Oversees risk management at the local level	• Responsibility for risk management at their school, including the maintenance and regular review of a school risk register by SLT

Safeguarding			
Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Accountable for setting overall policies for safeguarding and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare • Appoint a named safeguarding Trustee • Set the strategic vision for the spiritual, moral, social and cultural development of pupils • Monitor data in relation to safeguarding incidents and their resolution • Monitor data in relation to exclusions and their resolution	• Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance • Quality assure by sampling safeguarding visits to monitor compliance with policies and effectiveness of practice • Responsible for monitoring that each LAB is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board • Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils on behalf of the Board • Ensure all board members have the appropriate child protection checks and are recorded on the Central Team Single Central Record	• Appoints a LAB member to have specific responsibility for welfare and child protection in the school, reporting to full LAB as appropriate • Checks SCR at least termly • Monitor data in relation to safeguarding incidents and their resolution within the school • Nominates a LAB member (usually the Chair) to liaise with the LA or partner agencies • Monitor and challenge exclusions, racist allegations • Monitors, supports and challenges the welfare and child protection in the school including: i. child protection ii. exclusions iii. serious disciplinary incidents iv. attendance, and v. behaviour • Responsible for knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of pupils	• Responsible for safeguarding and child protection within the school • Is the designated lead who is responsible for ensuring all staff are trained and up to date with safeguarding procedures? • Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks • Responsible for the quality of spiritual, moral, social and cultural development of pupils • Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority • Responsible for any exclusions and arrangements for alternative provision as required • Responsible for providing reports on welfare and child protection to the LAB and to the Central Team

Buildings and maintenance

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Review and support the Vision and strategy plans for Trust: • Estates • Green agenda • Review and approve 'planned' capital project proposals and bidding for Condition Improvement Funding (CIF)	• Develop and review 3-year Vision and strategy for Estates in line with the DfE Good Estates Management for Schools • Responsible for developing plans for CIF bids based on knowledge of estate • Provide the Board and schools with professional support, challenge and advice relating to the management of buildings and estates • Review and approve expenditure outside of the budget proposals for capital investment • Responsible for organising condition surveys for all schools on rolling 3–5-year basis, along with new schools joining Trust • Responsible for insurance valuations (rebuilding) • Responsible for monitoring compliance with statutory regulations relating to premises and accommodation • Receive, review and report to the Board and relevant committees on proposals schools for planned capital works	• Monitors planned and approved capital works • Responsible, with the Headteacher, for developing priorities for capital expenditure in line with the condition surveys • Responsible, with the Headteacher, for developing and reviewing business continuity plans	• Responsible for the maintenance of the school and facilities, with support from central team • Responsible, with the LAB, for developing priorities for capital expenditure in line with condition surveys and other estates information • Responsible, with the LAB, for developing and reviewing business continuity plans

Health and safety

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Form the corporate body and serve as the employer under the Health and Safety at Work Act 1974 • Responsible for setting overall policies for health and safety that are applicable Trust wide • Responsible for monitoring and periodically reviewing health and safety performance • Ensure adequate resources are made available for the discharge of the employer's health and safety duties	• Appoint a competent health and safety professional • Develop health and safety policies and monitor performance reporting to Board • Provide health and safety support to all schools and central team • The health and safety policy define the Trusts risk appetite with regard to health and safety compliance • Provide central team staff with the training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Approval of category B visits as the Trust educational visits advisor • Report RIDDOR reports to the HSE • Liaise with enforcing authorities	• Appoints a LAB member to have specific responsibility for health and safety in the school, attending the relevant sub-committee where health & safety is discussed (if relevant). Reporting to full LAB as appropriate • Monitors, supports, and challenges the health and safety performance at the school • Approval and monitoring of external visits (approval can be delegated to Headteacher for Category A visits) • Monitor accident records	• Accountable for health and safety performance within the school • Responsible for the implementation of health and safety policies and for statutory compliance • Ensures that all staff within their school have received sufficient training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Responsible for providing reports on health and safety to the LAB and relevant sub-committee (if relevant) • May delegate some health and safety responsibilities to staff in accordance with the Trust health and safety policy • Ensures that staff with delegated responsibilities receive sufficient training, information, instruction and supervision. This includes time to undertake the role

Provision of information

Trustees (the Board)	CEO and Executive team	Local Advisory Boards	Headteacher
• Accountable for the provision of clear and regular information to a range of relevant bodies • Accountable for statutory compliance	• Monitor statutory compliance on behalf of the Board • Responsible for monitoring statutory compliance in relation to the information provided to the relevant bodies, parents and others on behalf of the Board • Provide guidance and model policies • Responsible for Trust website development and quality	• Responsible for monitoring the quality of information provided by the school • Responsible for supporting and challenging the school on the quality of information • Responsible for reviewing school policies and their implementation within an annual programme	• Responsible for the development and implementation of school policies in line with statutory requirements and best practice guidance • Ensures LAB access to all information provided to relevant bodies, stakeholders including parents, prospective parents and the local community • Ensures the information provided by the school is of a high quality • Responsible for school website development and quality

Data protection/General Data Protection Regulation (GDPR)

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• Accountable for compliance with all data protection legislation • Ensure adequate resource for GDPR compliance	• Appoint a suitably qualified Data Protection Officer (DPO) or procure externally • Decide response to data breaches including reporting to the Information Commissioner's Office (ICO) • Ensure Group ICO notifications are accurate and up to date • Prepare, review and update a suite of data protection policies • Ensure central team GDPR compliance • Audit schools' GDPR compliance (external) • Provide access to GDPR training and updates • Review any data breaches • Review the outcome of the DPO audits on all schools, and implement central action points	• Ensure a Data Protection Lead (DPL) is appointed • Review compliance with DPL • Review any data breaches	• Appoint a DPL of sufficient seniority • Provide DPL with adequate training, support and resources to fulfil their role • Ensure compliance with Trust data protection policies and procedures • Report breaches to Data Protection Officer and inform Central Team • Ensure all staff have received GDPR training

Handling of complaints

Trustees (the Board)	CEO and Executive team	Local Advisory Boards	Headteacher
• Ensure that a suitable complaints policy exists • Receive and where appropriate investigate complaints about a LAB Chair • Receive and pass on to the relevant Executive complaints from the Department for Education (DfE), the Education and Standards Funding Agency (ESFA), Ofsted, and similar bodies • Review the number and type of complaints received across the Trust	• Develop and review Trust wide complaints policy • Responsible for monitoring statutory compliance in relation to complaints • Provide guidance and model templates on complaints handling • Ensure complaints received at Central Office are directed to the appropriate person in line with the complaints policy • Support for complaints which reach Stage 3	• Responsible for handling and monitoring of complaints in line with Trust Complaints Policy	• Responsible for handling and monitoring of complaints in line with Trust Complaints Policy

Admissions

Trustees (the Board)	CEO and Executive	Local Advisory Boards	Headteacher
• The Board of Trustees is the legal Admissions Authority for all schools in the Trust • Responsible for determining all admission arrangements on an annual basis or where admissions code changes specify the need • Responsible for approval of PAN changes • Review Trust information and data at committee meetings feeding into full board	• Responsible for developing and reviewing Trust wide admission arrangements for all schools in consultation with schools, external advisors etc • Responsible for monitoring statutory compliance in relation to admissions arrangements • Responsible for developing and sharing appeals timetable for all schools • Provide updates to Trust Board on developments, involvement of external consultants and LA • Responsible for consultation of admissions arrangements	• Responsible for reviewing oversubscription criteria annually • Review admissions numbers for school • Responsibility for ensuring that all statutory admissions documents are live on the school website • Responsibility for in-year admissions in consultation with the Headteacher	• Responsible for publishing all statutory admissions documentation on the school website • Responsible for raising school profile for admissions • Responsible with LAB for reviewing oversubscription criteria annually • Responsibility for ensuring compliance with statutory obligations around admissions • Responsibility for in-year admissions in consultation with LGC

