



Scheme of Delegation

September 2026

Approved by: The Basildon Academies Trust Board

Date: September 2026

Date of next review: September 2027

The Basildon Academies Trust

Scheme of Delegation

The Objective

The objective of the Trust is to advance education for the public benefit across the UK by establishing, maintaining, managing and developing schools that provide high-quality education for young people from all backgrounds. The Trust is committed to delivering a broad and balanced curriculum, fostering collaboration across its academies and with external partners, and working with the wider community to improve outcomes and life chances for all students, in line with our ethos, vision and values.

The Basildon Academies Trust ethos, "**Aspire - Believe - Achieve**", reflects our unwavering belief that every young person can succeed, regardless of their starting point or circumstances. This commitment is embodied through our Trust vision of **Success Beyond Circumstance**, which underpins all aspects of our work and strategic decision-making.

Success Beyond Circumstance is founded on the principle that disadvantage, vulnerability or personal circumstance should never limit a young person's aspirations, opportunities or achievements. Through high expectations, inclusive practices and exceptional support, we seek to remove barriers to learning and enable every student to thrive academically, socially and personally.

To realise this vision, the Trust's academies align their improvement priorities and development objectives around the following key principles:

- **High Aspirations and Achievement:** Ensuring every student achieves their full potential through excellent teaching, ambitious curricula and a culture of high expectations.
- **Inclusive Excellence:** Providing equitable access to opportunities, support and provision so that all learners, particularly those facing disadvantage or additional barriers, can succeed.
- **Personal Growth and Character Development:** Developing confident, resilient and responsible young people who are equipped to contribute positively to society.
- **Opportunity and Social Mobility:** Expanding experiences, enrichment and pathways that broaden horizons and improve life chances for all students.
- **Collaboration and Continuous Improvement:** Working collectively across our academies and with external partners to secure sustained improvement and excellence.

Our core purpose is to make the greatest possible difference to the life chances of the young people we serve, creating transformational educational experiences that enable every student to achieve success beyond circumstance.

Purpose of the Basildon Academies Trust Scheme of Delegation

The Scheme of Delegation is the principal governance document that defines how decision-making authority is allocated across Basildon Academies Trust. It sets out the powers, functions and responsibilities delegated by the Board of Trustees and provides clarity regarding the respective roles of Members, Trustees, Board Committees, Executive Leaders and Academy Leaders.

The Board of Trustees retains ultimate accountability for all decisions taken within the Trust. Through this Scheme of Delegation, the Board establishes a clear framework of delegated authority, ensuring that

decisions are made at the appropriate level while maintaining robust oversight, effective governance and strong lines of accountability.

This Scheme of Delegation applies to all areas of Trust governance and operations and should not be confused with the financial delegation arrangements set out within the Trust's Financial Scheme of Delegation, as required by the Academy Trust Handbook.

The Scheme of Delegation provides a transparent and consistent framework for leadership and governance across the Trust and ensures that all stakeholders understand their responsibilities, accountabilities and decision-making authority. Specifically, it will:

- Clearly define the roles, responsibilities and delegated powers of Members, Trustees, Committees, Executive Leaders and Academy Leaders.
- Establish clear lines of accountability and reporting throughout the Trust's governance and leadership structure.
- Promote a culture of transparency, integrity and accountability across the organisation.
- Set out arrangements for the appointment, performance management and succession planning of senior leaders.
- Define the framework for the development, approval, implementation and monitoring of Trust-wide and academy-level policies.
- Establish the mechanisms through which academy and Trust budgets are developed, approved, monitored and reviewed.
- Provide a framework for the identification, assessment and management of strategic, operational and financial risk.
- Define the arrangements for monitoring educational performance, safeguarding, inclusion and organisational effectiveness across the Trust.
- Support effective oversight of the Trust's strategic priorities and its vision of **Success Beyond Circumstance**.

This Scheme of Delegation is intended to ensure that governance arrangements across Basildon Academies Trust are effective, proportionate and aligned to the Trust's strategic objectives, enabling strong leadership and sustained improvement whilst maintaining clear accountability for outcomes.

Vision and values

Ethos

The Basildon Academies Trust's ethos '*Aspire – Believe – Achieve*' is reflected in an uncompromising belief from all stakeholders that our students can and will achieve in our learning communities, which are inclusive and supportive.

Vision Statement

The trust's vision is to create and grow inclusive, cross-phase and key stage academies that provide equality of opportunity for young people to achieve academic excellence.

Strategic Goals

1. Ensure all students receive a high-quality and inclusive education in good and improving schools.
2. Grow our trust model to incorporate additional pathways and providers that strengthen education provisions for vulnerable children.
3. Deliver an outstanding careers curriculums leading to high quality destinations for all.
4. Provide effective executive leadership and governance, strategic direction, and a culture of accountability.
5. Deliver a curriculum for all that is broad and balanced, providing a wide range of cultural capital opportunities for students.
6. Provide outstanding wellbeing, enrichment and personal development programmes that support inclusive education for all and improves attendance and participation.
7. Maintain financial and operational sustainability, incorporating effective systems & processes that enable a 3-year programme of growth and capital investment.
8. Invest in our people; grow our own leaders and specialists valuing stakeholder wellbeing and managing workload.

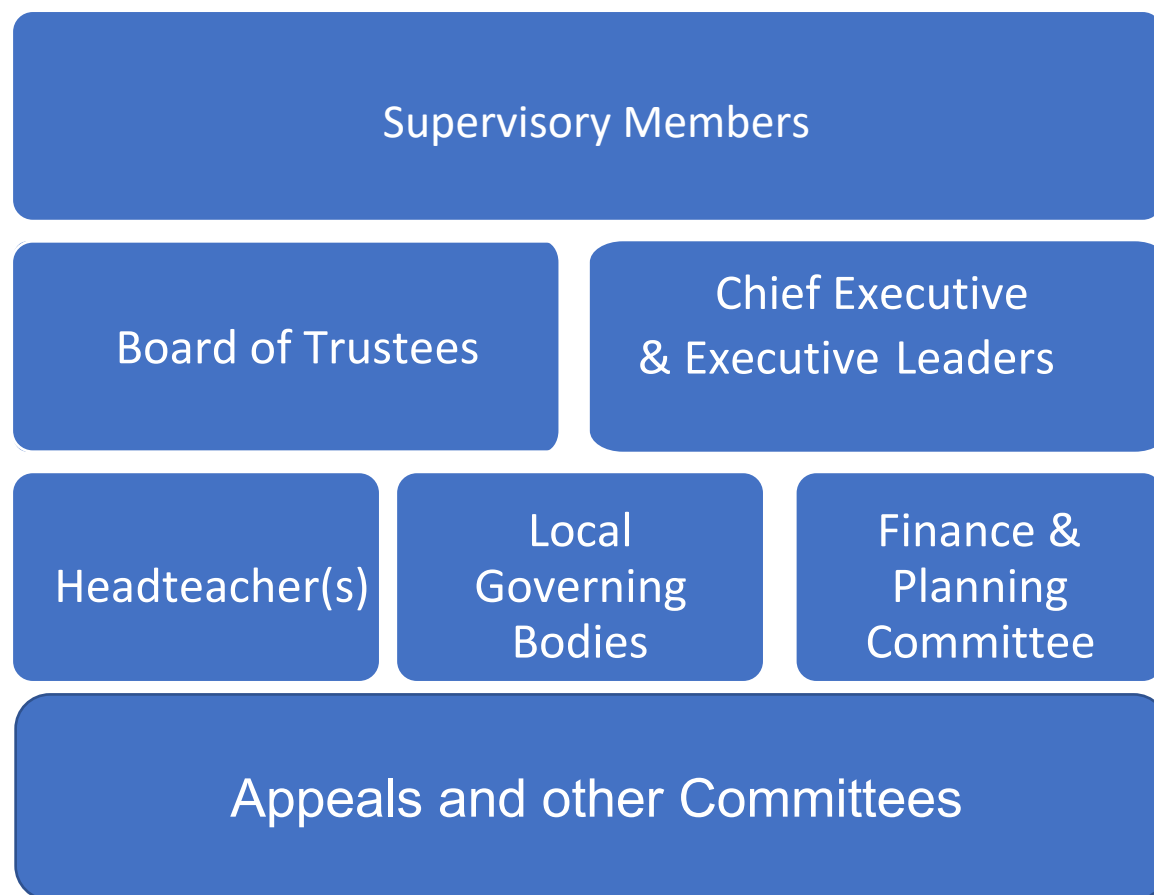
Values

Our Values: The Three Pillars of Success Beyond Circumstance

At Basildon Academies Trust, our vision of **Success Beyond Circumstance** is realised through three interconnected pillars that shape our culture, priorities and decision-making. We are committed to **Excellence in Education**, ensuring every student benefits from high-quality teaching and ambitious learning opportunities; **Inclusion and Belonging**, creating supportive environments where every young person is valued and able to thrive; and **Opportunity and Aspiration**, broadening horizons and empowering students to fulfil their potential regardless of their background or circumstances.

Together, these pillars reflect our commitment to transforming life chances and enabling every student to achieve success beyond circumstance.

Trust Governance



Accountability

The Board of Trustees of Basildon Academies Trust retains ultimate responsibility and accountability for the governance, strategic direction and performance of the Trust and its academies. The Board delegates responsibility for the implementation of the Trust's vision, strategy and operational leadership to the Chief Executive Officer (CEO), who is accountable to the Board for the overall performance, effectiveness and compliance of the Trust.

The CEO, in turn, delegates appropriate responsibilities to Executive Leaders and Headteachers and holds them accountable for the educational, operational and financial performance of their areas of responsibility.

This Scheme of Delegation sets out the authorities delegated by the Board to the CEO, Board Committees, Executive Leaders and Academy Leaders. Whilst certain functions may be delegated, the Board cannot delegate its statutory responsibility or collective accountability for the conduct and performance of the Trust.

The CEO, Executive Leaders and Academy Leaders provide regular reports and assurance to the Board on the delivery of the Trust's strategic priorities, operational effectiveness and educational outcomes across all academies. This oversight is supported by the work of Board Committees, which undertake detailed scrutiny and monitoring on behalf of the Board.

Where appropriate, the Board may delegate specific functions relating to local governance, stakeholder engagement, monitoring and oversight to Local Governing Bodies. The extent of such delegation will be determined by the Board and reviewed periodically to ensure it remains proportionate, effective and aligned with the Trust's strategic objectives and governance requirements.

Factors which may influence the decision to delegate include:

- School performance
- A recent Ofsted report
- DFE guidance & legislation
- Financial and administrative performance
- Leadership and governance capacity and capability
- Due diligence
- Quality Assurance RAG Rating

The Trust Board will review the performance of the Executive Leadership. The Chief Executive is responsible for the performance management of the Executive Leadership and Headteachers.

Roles and Responsibilities - Members

The Supervisory Member Board has 4 members:

Name	Term of office	Responsibility
Mark Logan	01/01/24 – 31/08/27	Chair of Supervisory Member Board
Olanike Jagun	01/01/24 – 31/08/27	Supervisory Member
Deidre O'Donoghue	01/01/24 – 31/08/27	Supervisory Member, Trustee
Dipesh Patel	01/01/24 – 31/08/27	Supervisory Member

The Role of the Members

The Members of The Basildon Academies Trust have a different status to Trustees. Trust members are the signatories to the Memorandum of Understanding and have agreed the Trust's Articles of Association (a document that outlines the governance structure and how the Trust will operate). The Articles of Association 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 are 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.

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 Academy Trust. Where trustees are appointed as members, they will not have voting rights within the Supervisory members Board.

Members receive audited accounts and must meet at least once a year.

Roles and Responsibilities - Trustees

Name	Term of office	Responsibility
Deirdre O'Donoghue	02/10/23 – 31/08/27	Chair of the Trust Board, Trustee
Keith Bobbin	11/02/22 – 31/08/27	Trustee (VC)
Gary Smith	11/02/22 – 31/08/27	Accounting Officer, Trustee
Louise Sherman	12/02/25 – 13/02/28	Trustee
Leah-Marie Smith	11/02/22 – 31/08/27	Trustee
Owen South	20/07/22 – 31/08/27	Trustee, Chair Finance & Planning
Alison Paveling	01/06/24 – 31/05/27	Trustee
Maxine Newell	28/06/24 – 27/06/27	Trustee

The Role of the Trustees

Trustees are appointed by Members.

Trustees are appointed for their knowledge skills and/or experience in the following areas as required by the Board:

- Corporate and Business Strategy/Development
- Financial management/Accounting
- Asset management
- Communication, Marketing and PR
- Education QA & Standards
- Special Education Needs
- Safeguarding
- Enhanced and Alternative Provisions
- Child Support Services
- Education Assessment Frameworks, curriculum development
- Educational Charities
- County and Local Council
- Chief Executive Officer (Trust Performance and Development)

The trustees are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the trust in

accordance with the provisions set out in the memorandum and articles of association. The board of trustees is the accountable body for the performance of all schools within the trust and as such must:

- Ensure clarity of vision, ethos and strategic direction.
- Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. We use the term trustee as it avoids the possible confusion caused when executive leaders are called directors.

The Basildon Academies Trust board is permitted to exercise all the powers of the academy trust. The trust board will delegate to the Chief Executive responsibility for the day-to-day operations of the trust. The trustees can determine whether to delegate any governance functions.

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

The Role of the Committees

The Trustees have established committees (Local Governing Bodies and Finance & Planning Committee) either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the Trust Board. However, these committees are not legally responsible or accountable for statutory functions – the Trust Board retains overall accountability and responsibility.

The responsibilities of board committees are set out in their terms of reference; The Trust Board will appoint committee members and chairs.

Delegation can be removed if trustees determine that a committee is unable to meet key performance indicators.

The Role of the Chief Executive Officer

The Chief Executive has the delegated responsibility for the operation of the trust including the performance of the trust's academies and ensuring the performance management of the Executive Leaders and Headteachers is carried out.

The Chief Executive is the Accounting Officer 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.

The Chief Executive leads the executive leadership team of the academy trust.

The Chief Executive will delegate executive leadership/management functions to the executive leadership team and is accountable to the trust board for the performance of the executive leadership team.

The Role of Executive Leaders

Executive Leaders will undertake leadership roles across all academies within the trust, as well as carrying out delegated executive leadership/management functions by the Chief Executive.

The core role of the Headteacher is to provide strategic leadership and professional management within their schools, securing success and improvement for the schools. Ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work.

The core role of the Chief Finance & Operations Officer is to provide strategic leadership and oversee operational responsibility for the school finances, human resources, procurement, site, premises and facilities, health and safety, capital projects and income generation, catering and third-party contracts. To ensure that the systems in place provide the school with efficient and effective service delivery that support student progression, and compliance with statutory and legislative requirements.

The Role of the Headteacher(s)

Headteachers are responsible for the leadership and management of the academies. Headteachers will report to the LGB and Trust Board on matters that have been delegated to that committee as set out in the Scheme of Delegation.

Headteachers are responsible for all aspects of performance, ensuring that their academy meets academy development plan targets and contributes to the achievement of trust priorities, the realisation of its vision and exemplifying its values.

Key to Scheme of Delegation Charts

Key

Level 1: Members

Level 2: Board of Trustees of The Basildon Academies Trust

Level 3: Chief Executive Officer (Executive Headteacher)

Level 4: Local Governing Body (LGB)

Level 5: Headteacher

Blue box Function cannot be legally carried out at this level.

✓ Action to be undertaken at this level.

A Provide advice and support to those accountable for decision making.

<> Direction of advice and support

Page

Area	Decision			Delegation		Headteacher
		Members	Trust Board	Chief Executive	Local Governing Body	
	Governance framework					
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree	A>	✓	<A		
	Parent Trustee/committee member: elected		✓	<A	<A	<A
	Committee chairs: appoint and remove		✓			
	GB chair: appoint and remove	A>	✓	<A	<A	
	Committee member – appoint/remove		✓	<A		
	Clerk to board: appoint and remove		✓	<A		
	Clerk to GB: appoint and remove		✓		A	
Systems and structures	Articles of Association: agree and review	✓	A	A		
	Governance structure (committees) for the Trust: establish and review annually		✓	<A		
	Terms of reference for Trust committees (including audit if required, and scheme for school committees): agree annually	A>	✓	<A		
	Terms of reference for GB/committees: agree and review annually		✓	<A		

	Skills audit: complete and recruit to fill gaps		✓	A	✓	A
	Annual self-review of Trust Board and committee performance: complete annually	A>	✓			

Systems and structures	Annual self-review of GB performance: complete annually		✓			
	Chair's performance: carry out 360 reviews periodically	A>	✓		✓	
	Trustee / committee member contribution: review annually		✓		✓	
	Succession: plan	✓	✓	<A>	✓	A
	Annual schedule of business for Trust Board: agree		✓	<A		
	Annual schedule of business for GB: agree		A	A>	✓	A
	Reporting					
Reporting	Trust governance details on Trust and academies' websites: ensure		✓	<A		
	Academy or School governance details on academy website		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✓	<A		
	Annual report on performance of the Trust: submit to members and publish		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit.		✓	<A		

	Annual report works of LGB: submit to Trust and publish				✓	A
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Area	Decision	Delegation				
		Members	Trust Board	Chief Executive	Local Governing Body	Headteacher
Being Strategic						
Strategic Direction and Development	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	A>	✓	<A		
	Determine school level policies which reflect the Trusts ethos and values		✓	A>	✓	A
	Central spend / top slice: agree		✓	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	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	A>	✓	<A		
	Schools' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine	A>	A	A>	A	✓
	Chief Executive Officer: Appoint and dismiss	A>	✓			
	Executive Leaders: Appoint and dismiss	A>	A>	✓		
	Academy Headteacher: Appoint and dismiss		A>	✓		
	Budget plan to support delivery of Trust key priorities: agree		✓	<A		
	Budget plan to support delivery of school key priorities: agree			✓	A	<A
	Trust's staffing structure: agree		✓	<A		
	School staffing structure: agree			✓	<A	<A

Area	Decision			Delegation		
		Members	Trust Board	Chief Executive	Local Governing Body	Headteacher
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree	A>	✓	<A>	A	<A
	Reporting arrangements for progress on key priorities: agree		✓	A	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of Academy Headteacher: undertake			✓		

	Trustee monitoring: agree arrangements		✓	A		
	LGB member monitoring: agree arrangements		A>	A>	✓	<A
Ensuring financial probity						
Ensuring financial probity	Chief Financial Officer for delivery of Trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓	A	✓	A
	Chief Executive pay award: agree	A>	✓			
	Academy Headteacher & Executive Leaders pay award: agree		✓	<A		
	Staff appraisal procedure and pay progression: monitor and agree		✓	A		A
	Benchmarking and Trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness				✓	A
	Develop Trust wide procurement strategies and efficiency savings programme		✓	✓		

