



Scheme of Delegation

March 2026



A place to thrive

Scheme of Delegation matrix

This Scheme of Delegation is structured in accordance with the functions:

- Trust vision, culture, values and governance
- Strategy and planning
- Growth
- People
- Compliance and operations
- Education
- Finance, audit and risk management
- Stakeholder and community engagement
- Church of England schools (previously voluntary aided) only

Under each function the role of each level of governance is identified using the key:

T = Trustees **E = Executive** **ACC = Anthem Community Council** **HT = Headteacher**

Responsible

Those responsible for the task, who ensure that it is done.

Accountable

Those ultimately answerable for the correct and thorough completion of the deliverable or task, and who delegate the work to those responsible.

Support

Those who provide assistance to those responsible as required. Support may be proactive or responsive at the discretion of the body Responsible. ACC members to refer to the ACC Handbook and Champion Role Descriptors for further guidance as to how support can be provided. Headteachers can refer to the Headteachers' Operational Handbook for further guidance on support provided.

Consulted

Those whose opinions are sought, and with whom there is two-way communication.

Informed

Those who are kept up to date on progress and key information. Can be informed through public domain.

Approval and renewal

The Anthem Scheme of Delegation is renewed and approved by the Board annually, so that the roles and responsibilities outlined continually reflect organisational realities and updates to statutory legislation.

Date of last renewal: March 2026

Date of next renewal: March 2027

Trust vision, culture, values and governance		T	E	ACC	HT
1	Set trust vision, culture and values	A	R	S	I
2	Set Scheme of Delegation	A	R	S	C
3	Appoint Trust Chair and Vice Chair	A	R	S	I
4	Nominate lead Trustees for safeguarding and inclusion/SEND and other leads as deemed necessary	A	R	S	I
5	Set expectations for trustee conduct and follow Trustee Code of Conduct	A	R	S	I
6	Fostering equality, diversity and inclusion and building a diverse board	A	R	S	I
7	Ensuring balanced skill set across the board, including finance	A	R	S	I
8	Ensure transparency of information	A	R	R	R
9	Adhere to the Memorandum of Understanding, Articles of Association and Funding Agreement	A	R	R	R
10	Establish a high performing governance structure including appointing board committees and Chairs of board committees	A	R	S	I
11	Appoint and dismiss the governance professional to the Board	A		R	I
12	Manage the Collaborative Review Day process	A		R	S
13	Evaluate governance regularly	A	R	R	S
14	Represent board governance at Ofsted and SIAM inspections	A	R	S	S
15	Establish academy committees (Anthem Community Councils (ACCs))	A	R	S	S
16	Appoint and remove ACCMs, including ACC Chair, ACC Vice Chair and parent and staff ACC members and ensure a balanced skill set on diverse ACCs	A		R	R
17	Appoint and dismiss the governance professional to the ACCs	A		R	S
18	Set expectations for ACC conduct and create ACC Code of Conduct	A		R	S
19	Follow ACC Code of Conduct	A		S	R
20	Hold a full ACC meeting at least three times per academic year	A		S	R
21	Actively seek ACCMs, including parent and staff ACCMs	A		R	R
22	Allocate and fill ACC Champion roles	A		S	R
23	Oversee appointment checks, induct and train ACC members	A		R	R

Strategy and planning		T	E	ACC	HT
24	Ensure strategic oversight and accountability and approve overarching trust strategy	A	R	S	S
25	Create and implement overarching trust strategy	A	R	I	I
26	Review trust progress against the trust strategy	A	R	R	S
27	Approve trust workstream strategies (including education, inclusion, governance, people, operations (including IT and estates), finance, safeguarding, attendance)	A	R	S	S
28	Create, implement and review progress of trust workstream strategies (including education, inclusion, governance, people, operations (including IT and estate), finance, safeguarding, attendance)	A	R	S	S
29	Approve and review progress of school development plans in line with trust strategy	A	R	S	S
30	Create, implement and post each CRD review school development plans in line with trust strategy	A	S	S	R
31	Champion overarching and workstream trust strategies and school development plans	A	R	R	R
Growth		T	E	ACC	HT
32	Approve the growth strategy	A	R	I	I
33	Create, implement and review progress of the growth strategy, in line with trust strategy	A	R	S	S
34	Approve schools joining the trust	A	R	S	S
35	Lead the work of the due-diligence process for new schools potentially joining the trust and recommend for approval of the Board	A	R	S	S
People		T	E	ACC	HT
36	Appoint and performance manage the senior executive leader (SEL) - the CEO - as Accounting Officer and set CEO pay	A	R	I	I
37	Oversee culture, staff wellbeing, workload and working conditions	A	R	R	S
38	Set executive pay (except CEO)	A	R	R	I
39	Set all staff pay levels except executive pay	A	R	I	S
40	Set approach to staff and volunteer appointment and dismissal, with regard to statutory requirements	A	R	I	S
41	Set approach to appraisal and performance management	A	R	S	S
42	Set people and HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment, whistleblowing)	A	R	S	S
43	Implement people and HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment, whistleblowing)	A	R	R	S
44	Appoint the Headteacher	A	R	S	S

45	Dismiss or suspend the Headteacher	A	R	IS	I
46	Appoint the Deputy Headteacher	A	R	S	R
47	Dismiss or suspend the Deputy Headteacher	A	R	I	R
48	Appoint, dismiss or suspend all other school staff	A	R	S	R
49	Conduct the appraisal of the Headteacher	A	R	S	S
Compliance and operations		T	E	ACC	HT
50	Approve policies as set out in the policy approval list	A	R	R	I
51	Produce and keep up to date suite of statutory and best practice compliance and student policies, including for example admissions, data protection, behaviour and ethos, exclusions, child protection and safeguarding, alternative provision, complaints, FOI, attendance, health and safety and estates management	A	R	S	S
52	Tailor (where necessary) and implement compliance and student policies	A	R	R	R
53	Set the school uniform policy	A	R	S	R
54	Keep admission and attendance registers	A	R	S	R
55	Ensure compliance with SEND Code of Practice	A	R	R	R
56	Support Looked After Children and children in Kinship Care	A	R	R	R
57	Appoint a SENDCo and DSL and DDSLs	A	S	S	R
58	Set the school day and school year	A	R	S	R
59	Manage school estates and premises	A	R	S	R
60	Determine the scope of nationally (centrally) provided and procured services to schools and ensure this provides value for money	A	R	S	S
61	Make admissions decisions for individual in year, over PAN and deferred admission applications	A	S	R	S
62	To be available to sit on a stage 4 complaint panel hearing (Anthem policy)	A	R	S	R
63	Sit on a stage 4 complaint panel hearing (school policy)	A	R	R	S
64	Sit as trained panel members for exclusion reviews (GDCs)	A	R	S	S
65	Ensure the school website is fully compliant	A	R	S	R
66	Follow Escalation Checklist	A	S	S	R
67	Manage conflicts of interests and related party transactions	A	R	S	S
68	Compliance with data protection legislation	A	R	R	R

69	Emergency decision-making for crisis situations including, for example, school closures, safety threats, or other emergencies	A	R	S	R
Education		T	E	ACC	HT
70	Set trust approach to curriculum and assessment, with regard to statutory requirements	A	R	S	S
71	Deliver Early Years Foundation Stage (EYFS) in line with statutory requirements	A	R	S	S
72	Develop appropriate school curriculum policies (RE, RSHE, collective worship) as required and set and deliver school curriculum and assessment in line with trust approach	A	S	S	R
73	Production and analysis of data	A	R	S	R
74	Delivering careers guidance, with regard to statutory requirements	A	S	S	R
Finance, audit and risk management		T	E	ACC	HT
75	Appoint a CFO	A	R	R	I
76	Set delegated authority limits for financial transactions*	A	R	R	I
77	Approve the trust budget	A	R	S	I
78	Develop the trust budget	A	R	I	I
79	Develop and propose the individual school budget	A	R	S	R
80	Approve school budgets and any variations to school budget and/or likely budget overspends	A	R	I	S
81	Deliver monthly management accounts and forecasts	A	R	I	S
82	Oversight of cash position	A	R	S	I
83	Manage cash position	A	R	S	S
84	Monitor pupil premium spend inc. Year 7 literacy and numeracy catch-up and PE and sport premium	A	R	S	R
85	Approve trust-wide risk register, risk management plan and board assurance framework	A	R	S	S
86	Design, implement, maintain and review the trust-wide risk register, risk management plan and board assurance framework	A	R	S	S
87	Ensure adequate insurance cover is in place	A	R	I	S
88	Propose external auditors for Members' appointment	A	R	I	I
89	Deliver annual report and accounts, with regards to account consolidation exercises by DFE	A	R	I	S
90	Develop finance policies (charging and remission, procurement) and Anthem Financial Handbook	A	R	S	S
91	Ensure compliance with ESFA requirements	A	R	R	S

92	Approve internal audit strategy and audit plan	A	R	R	I	S
93	Monitor internal auditor reports and insure implementation of actions	A		R	I	S
94	Complete annual school resource management self-assessment checklist	A		R	S	S
Stakeholder and community engagement		T		E	ACC	HT
95	Promote effective communication and networking with the local school communities, including parents, local businesses, education institutions, charities, local authorities etc for the benefit of our students	A		R	R	R
96	Share trust, school and student successes and raise each school's and Anthem's profile	A	R	R	R	R
97	Positively engage with regulators, i.e. ESFA/DfE/Ofsted	A	R	R	S	R
Church of England schools (formally voluntary aided) only		T		E	ACC	HT
98	Ensure compliance with the Section 48 inspection framework	A		R	R	R
99	Ensuring clarity of Christian ethos, vision and strategic direction	A		S	A	R
100	Ensure RE curriculum is effective (as set out in the Church of England Statement of Entitlement for RE). Understand the distinctive role and purpose of RE and monitor standards	A		S	R	R
101	Monitor and evaluate the impact of collective worship and ensure it enables pupils and adults to flourish spiritually	A		S	A	R

*Authority limits and further detail on financial thresholds set out within the Anthem Financial Handbook

Governance Framework

As part of the guidance on [Commissioning high quality trusts](#), the Department for Education (DfE) published 5 pillars of academy trust quality, one of these 5 pillars being 'Governance'. The Confederation of Schools Trusts (CST) lists 'expert governance' as [one of the five domains of effective trusts](#) and Sir David Carter includes 'expert professional governance' as one of the seven elements in a strong trust model. The importance of governance in Multi Academy Trusts is today very clear.

The below excerpt from our [Governance Strategy](#), which received formal Trustee approval in October 2023, sets out why strong governance is so important to us at Anthem in supporting *Every Student, Every Lesson, All the Time* and what we feel governance should look like to support us in being a strong trust:

'Together we create ambitious and successful schools in which every child thrives. In order for our schools to be ambitious and successful and ensure every child thrives, we require expert professional governance across the whole of Anthem Schools Trust (Anthem) which is holistic, robust and effective. Strong governance will help ensure we are a strong trust and will ensure effective quality assurance of Anthem's aligned education strategy. Society is moving through a period of significant change, which requires adaptation of processes and new ways of working. The time is ripe for change to our governance structures. As a multi-academy trust we are not tied to the legalities of formal local governance as in the maintained sector. We can be bold, innovative and brave in our design. It is time for Anthem to lead the way with a new governance community across Anthem which is:

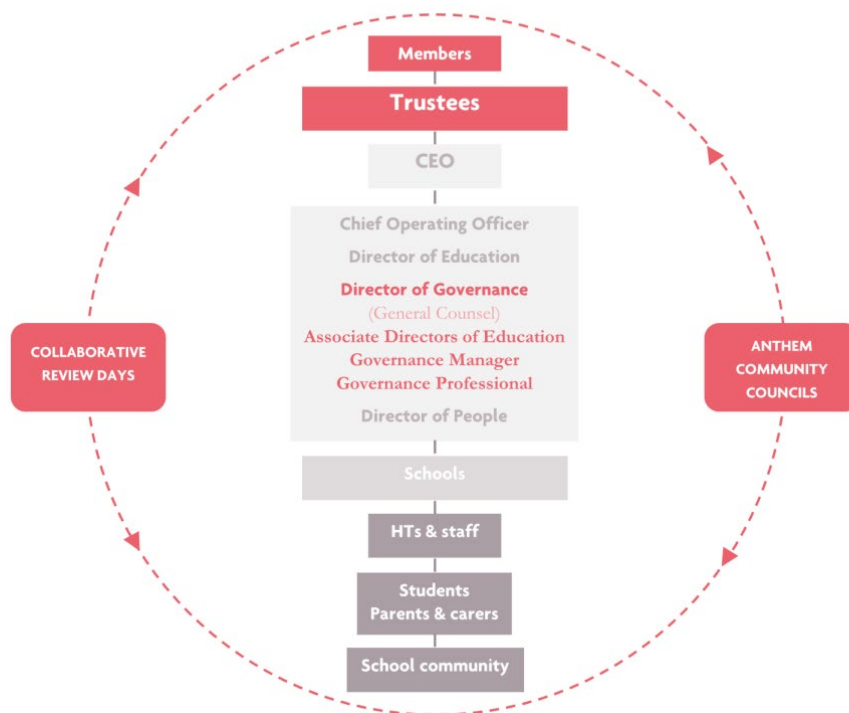
- *Bold and brave and in line with our values of integrity, collaboration, and excellence.*
- *Based on what is right for now and our new education strategy, not what was done before.*
- *Clear - with defined responsibilities and no unnecessary overlap or duplication.*
- *Holistic – with information flowing effectively around Anthem to where it is needed, from classroom to boardroom and back again.*
- *Expert, professional and robust – providing quality assurance internally and externally.'*

Anthems Governance Strategy

Development of Anthem’s governance strategy

We ran a comprehensive stakeholder consultation with a view to updating and refreshing, and ultimately overhauling, governance across Anthem to complement and support our new education strategy. We took advantage of the freedom provided to us as academies and designed a new, bold, innovative, and professional governance strategy, which is right for now, not based on what was done before. The diagram below was designed to represent the new governance community:

The Governance Community



There are two key parts to the governance strategy:

- Collaborative Review Days
- Anthem Community Councils

The Collaborative Review Days (CRDs) are integral to the governance strategy, working very much with schools to drive improvement in education standards, maximising attainment and building cultural, social and economic capital. The CRDs also offer a robust form of quality assurance for our education strategy. The CRDs are one-day visits by a team of internal education experts, from across Anthem national team and other Anthem schools, to review, support and challenge local level school provision. The purpose of the CRDs:

- Deep dive: Anthem can obtain on the ground knowledge of what is working well in each school at local level and can be shared across Anthem, and what is not working so well and needs support and additional resource.
- Support and challenge: targeted support and challenge where it is most needed to drive up standards.

- Professional development for SLT and middle leaders: staff can learn from other schools what is being done well and how improvements can be made, in addition to learning how to evaluate and help improve across settings.
- Quality assurance: Feeds back on the quality of education provision to the whole governance community and school community.

Schools are entitled to at least three CRDs per academic year, with the expectation that schools causing concern will receive six. Over 60 CRDs have now been carried out. Termly feedback is sought and has been overwhelmingly positive. The feedback has also enabled us to adapt and refine CRD processes on an ongoing basis.

The robust quality assurance provided by the CRDs has enabled further creativity for local governance.

Anthem Community Councils - after in depth consultation throughout summer 2023 the new strategy was co-designed with Anthem Community Councils (ACCs) replacing the Local Governing Bodies.

The consultation process also enabled us to define four key ACC remits:

- **Community** (including the voice of students, staff, parents/carers and the community as well as climate change)
- **Celebration**
- **Panel members** (including permanent exclusion and suspension reviews, admission decisions, formal HR processes and Stage 4 complaint hearings)
- **SEND and Inclusion, and Safeguarding**

Each ACC now has the following ACC Champions roles (not all roles yet filled, see recruitment section below) who work across the four remits above:

- **Timi Champion** (student voice) – named after a student in St Marks who helped develop the idea of having students sit on our ACCs directly (responsible for first two remits only)
- **Staff Champion**
- **Parent/carers Champion**
- **Community Champion**
- **Sustainability and Climate Change Champion**
- **Send and Inclusion Champion**
- **Safeguarding Champion**
- **Faith Champion** (St Mark's only – based on feedback)
- **German Champion** (JKPS only – a new addition based on feedback)

We have removed some of the previous formalities, bureaucracy and duplication to provide additional time for more targeted support and collaborative working. Minutes have been replaced by an ACC Dashboard – this is proving a very popular idea across the national governance community. The Champions each complete a Summary Champion Report ahead of each ACC, with a summary of the efforts which have been made, actions to complete and any lessons learned or ideas to be shared. Each Champion also proposes a RAG rating for their area, which is moderated by the ACC team and recorded on the ACC dashboard. The ACC dashboard data will in due course be collated by the Governance team and shared with Trustees, the Executive and provided to the CRD teams – this is just starting to happen this term. Timi

Champion reports are also summarised in a national Timi Champion Summary Report, shared across the governance community, the latest one can be seen at Appendix 3. There is one ACC meeting each term in person at each school (plus an additional ACC in September to take stock and plan ahead for the year), together with a series of virtual Champion Forums, and a Chair Forum, for collaborative working, linking in with link Trustees and national team staff, sharing of best practice and ideas and development across all our schools.

This governance strategy was designed by the Director of Governance with support by the Governance Manager and with significant input and co-creation from the stakeholder group. External review and support were provided by David Moran, (then as part of Red Lodge Learning. During and since the roll-out of the strategy we continued and continue to seek and listen to feedback and make refinements to our processes as we progress.