The Park Academies Trust

Inspiring Futures, Empowering People

Scheme of Delegation 2026 – 27

Contents

1. Introduction

2. Our Purpose, Vision and Values

3. Governance Structure

4. Roles and Responsibilities

4.1 Members

4.2 Trust Board

4.3 Committees and individuals

- 4.3.1 Admissions Committee
- 4.3.2 Finance, Risk and Audit Committee (FRAC)
- 4.3.3 Education, Performance and Standards Committee (EPSC)
- 4.3.4 People and Wellbeing Committee (PWC)
- 4.3.5 Local Governing Committee (LGC)
- 4.3.6 Trust Interim Board (TIB)
- 4.3.7 Chief Executive Officer (CEO)
- 4.3.8 Link Trustee and Governor Structure
- 4.3.9 Heads
- 4.3.10 Chairs' Forum

4.4 Chairs

5. Scheme of Delegation

5.1 Structure

5.2 Terms

5.3 Notes

5.4 Scheme of Delegation

1. Introduction

The Scheme of Delegation:

- sets out the Trust's approach to delegations between the different layers of governance within the Trust and is a delegation by the Trustees under the Articles of Association of certain powers and / or functions as detailed below
- confirms which powers and functions are reserved to the Trust Board
- should be read in conjunction with the terms of reference for the committees, including the Local Governing Committee (LGC) and the Trust Interim Board (TIB) terms of reference
- may only be altered or revoked by the Trust Board

The Trust's written scheme of financial delegation is set out in the Finance Manual and supplements this Scheme in respect of the delegation of financial powers and the operation of robust internal controls.

2. Our Purpose, Vision, and Values

Purpose

The Park Academies Trust (TPAT) exists to empower all our people to thrive through opportunity. We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

Vision Inspiring Futures, Empowering People

Our schools are known for exceptional pupil outcomes and achievements, creating an inspiring and empowering environment where every pupil thrives. Our commitment to excellence and a culture of improvement for all makes TPAT a highly sought-after place to work, recognised for excellent career development for our staff and the positive impact we deliver across our communities.

Values

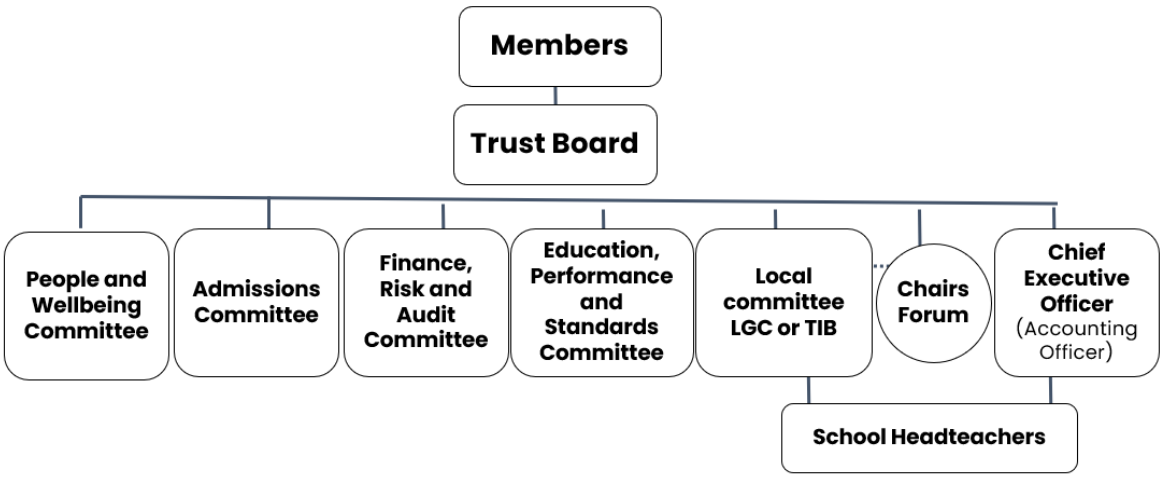


Our approach balances alignment and autonomy: we bring schools together where it adds value, while empowering leaders to make the best decisions for their individual communities. We foster a culture of continuous improvement, where staff feel supported, valued, and encouraged to grow through feedback and collaboration.

Our five-year strategy focuses on sustainable development and strong support for school leaders, enabling them to focus on delivering exceptional education every day. Through rich curricula and strong links to industry, our schools prepare pupils for successful futures – locally and beyond.

This strategy is built around three core pledges: Ambition, Behaviours, and Cohesion. These guide every decision we make and ensure we stay true to our values and purpose.

3. Governance Structure



4. Roles and Responsibilities

4.1 Members

The Members are the guardians of the Trust. They ensure the Trust meets its charitable objective, agree the Articles of Association, appoint Trustees, external auditors, and receive the annual report and accounts. There is a clear separation between the layers of governance, as no Members are Trustees.

4.2 Trust Board

The Trustees are legally accountable for all statutory functions and the performance of all the academies in the Trust, and appoint the CEO.

The Academy Trust Handbook 2026 defines the Trust Board purpose as providing:

'**strategic leadership of the academy trust**: the board defines the trust vision for high quality and inclusive education in line with its charitable objects – it establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier

accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained

engagement: the board has strategic oversight of relationships with stakeholders – the board involves parents, schools and communities so that decision-making is supported by meaningful engagement'.

The Handbook states that 'The trustees **must** apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. Trusts should consider the features of high quality governance as described in the trust quality descriptions'.

The Trust Board approves the written scheme of financial delegation. Trustees delegate some governance functions to Trust Board committees, one of which includes audit and risk, which advises on the adequacy of the Trust's controls and risk management. The Trust Board committees have at least three trustees in their membership, and the trustees are in the majority for voting purposes.

The Trust Board approves the appointment of Governors, these are the Local Governing Committee (LGC) and Trust Interim Board (TIB) members. The Articles do not require trustee membership of the LGCs and TIBs, and, by the separation in the governance tiers, the Trust demonstrates transparent decision making and prevents bias and conflicts emerging, thus strengthening the governance checks and balances within the Trust.

4.3 Committees and individuals

4.3.1 Admissions Committee

The Admissions Committee comprises the CEO / designate and a Governor from each academy. A Governor is Chair.

4.3.2 Finance, Risk and Audit Committee (FRAC)

The Trust Board delegates financial scrutiny and oversight to FRAC, which supports the Trust Board in maintaining the Trust as a going concern. The committee provides advice to the Trust Board on the risk register, oversees and approves the Trust's programme of internal scrutiny, and oversees external audit.

4.3.3 Education, Performance and Standards Committee (EPSC)

EPSC reports to the Trust Board at a strategic level on education, performance and standards.

4.3.4 People and Wellbeing Committee (PWC)

PWC ensures the Trust is compliant in all aspects relating to HR, including related policies and procedures. The functions of the Remuneration Committee are undertaken by PWC.

4.3.5 Local Governing Committee (LGC)

The Trust Board constitutes LGCs to provide links to parents and carers and the community, as well as for providing additional scrutiny of how the Trust is managing its academies.

The LGCs constitute formal complaints panels, review pupil exclusions and deal with disciplinary matters.

The LGCs are:

- A valued point of consultation and representation in the development of Trust policies
- The recipients of detailed information about how their academies are being managed
- Tasked with scrutinising management information thus providing assurance to the Trust Board that the academy is:

    - operating within the ethos and values of the Trust and creating a positive climate for all stakeholders
    - working within agreed policies
    - meeting the agreed targets
    - engaging with stakeholders
    - acting as an ambassador for the Trust

4.3.6 Trust Interim Board (TIB)

The Trust Board may stand down an LGC and appoint a TIB in one or more of the following circumstances:

- In response to the outcome of an annual review of governance
- In response to the outcome of an Ofsted inspection where there is a rating decline or an academy moves into a category of serious weakness or requiring improvement
- In response to a serious weakness or decline in governance identified by the Trust Board
- A sudden or unexpected dip in the academy's mid-term performance
- Any identified safeguarding concern within the academy

The main function of the TIB is to act as an interim board to ensure rapid and sustained school improvement in the short term. Following this, the TIB will transition to an LGC when the school has been identified by the Trust Board to be in a position of stabilise or repair.

4.3.7 Chief Executive Officer (CEO)

The CEO is responsible for the leadership and management of the central executive team and the academy Heads, and reports to the Trust Board and its committees.

The day to day management of the Trust's academies is delegated to the Heads, and they are line managed according to the Trust's appraisal policy.

The CEO is the Accounting Officer, and has a personal responsibility to Parliament for regularity, propriety and value for money, and for assuring the Trust Board on compliance with the funding agreement and the Academy Trust Handbook.

The Trust Board and executive team anchor the Trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Trust Board, Accounting Officer and executive team create a culture of ethical leadership and follow the Seven Principles of Public Life, also known as the Nolan Principles.

4.3.8 Link Trustee and Governor structure

To strengthen our governance structure, the roles of Link Governor and Link Trustee have been established in the Scheme of Delegation and the LGC and TIB Terms of Reference. Link Governors and Link Trustees are members of the LGC, TIB or Trust Board who have specific responsibility for monitoring and supporting areas of the Trust's work, in line with the Trust's strategic objectives.

The Link roles cover the subjects of:

Equality - SEND and Vulnerable Pupils	statutory
Safeguarding	statutory
Careers	statutory secondary, non statutory primary
Foundation	statutory Church of England Schools
Finance	non statutory
Health and Safety and Estates	non statutory
Community Engagement (Governor)	non statutory
Digital Development (Trustee)	non statutory
People and Culture (Trustee)	non statutory

Equality, Safeguarding, Careers, Foundation, and Community Engagement oversight is reported into EPSC, where the Foundation Trustee sits to ensure strong links between local governance and the Trust Board.

Finance, Health and Safety and Estates, and Digital Development is reported into FRAC.

People and Culture is reported into PWC.

4.3.9 Heads

The Heads manage the academies day to day. They share information with the LGCs and TIBs about how the academies operate to enable monitoring and scrutiny of key policies and improvement plans.

4.3.10 Chairs' Forum

The Chairs' Forum is an informal meeting for support, guidance and information for LGC and TIB Chairs and Vice Chairs.

The terms of reference for the committees, and the Link Trustee and Governor terms of reference, supplement the Scheme of Delegation.

4.4 Chairs

Members	Elected at each meeting
Trust Board	Mike Taylor
Admissions Committee	Kathryn Sanders
Finance, Risk and Audit Committee	Simon James
Education, Performance and Standards Committee	Nick Capstick
People and Wellbeing Committee	Catherine Dampney
Local Governing Committees	
Abbey Park School	Stu O'Brien
Bridlewood Primary School	Claire Turner
Highworth Warneford School	Kathryn Sanders
Lydiard Park Academy	Kathryn Sanders
Orchid Vale Primary School	Kathryn Sanders
Red Oaks Primary School	Caroline Henham
Trust Interim Boards	
Kingfisher CE Academy	Rachel Surch
The Deanery CE Academy	David Williams

5. Scheme of Delegation

5.1 Structure

The Scheme of Delegation is structured in line with, and is an expansion of, the five pillars of the DfE Trust Quality Descriptions, to align with our six core strategic pillars:

High Quality and Inclusive Education

- Ensure all pupils can access a broad, balanced, and inclusive curriculum, with deliberate action to enable our vulnerable to benefit as a priority throughout.
- Implement robust support systems for pupil wellbeing and mental health, including through adaptive in school support which enables them to access education.
- Ensure continuous development of our educational practices in the classroom, delivering in line with our unapologetically high standards through our TPAT 6 Learning Principles to create memorable learning experiences for all.

School Improvement

- Foster a culture of continuous improvement using our TPAT School Improvement framework, aimed at enhancing and sustaining school performance through self-evaluation, external review, challenge, support, and appropriate action.
- Ensure all school led interventions are data-driven to assess the impact on pupil outcomes.
- Support the wider system in sharing best practice; help underperforming schools to improve; and contribute to building a trust-led system.

Workforce

- Attract, retain, and develop high-quality, specialist staff through comprehensive recruitment and retention strategies.
- Promote staff wellbeing and work-life balance through policies and practices.
- Provide ongoing professional development opportunities to enhance staff skills and career progression.

Finance

- Ensure financial sustainability through effective budget management and resource allocation.
- Secure additional funding streams to support school initiatives and improvements.

- Empower school leaders to make financial decisions that prioritise high-quality education.

Estate and Health and Safety

- Maintain safe and secure school environments through rigorous health and safety protocols.
- Ensure the estate is well-maintained and fit for purpose to support high-quality education.
- Optimise operational efficiency by leveraging technology and streamlining training and asset management processes.

Leadership and Governance

- Strengthen governance structures to ensure accountability and transparency as a model of best practice in the sector.
- Develop leadership capacity at all levels through our appraisal system, targeted training and coaching programmes.
- Ensure compliance with all statutory and regulatory requirements to uphold high standards of governance.

5.2 Terms

A **Accountable** (and approver)	The individual / group that has primary responsibility for ensuring the particular task is completed / signed off and determining how the Trust and / or academies (as appropriate) should undertake the task, including defining appropriate milestones and targets to be reported against. The individual / group can be expected to justify their actions or decisions taken.
R **Responsible**	The individual / group that has responsibility for undertaking the particular task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO this will be at Trust level. In the case of the Head this will be at academy level. The task can be shared between groups / individuals.
C **Consulted**	The individual / group that should be consulted for their views as part of the process of completing a particular task, before the decision is made. These are important stakeholders / have relevant specialist knowledge.

Consult / seek consent from Diocese	The Trust has church Articles and consults / seeks consent from the Diocesan Corporate Member on delegated matters pertaining to church academies.

5.3 Notes on the Scheme of Delegation table

- References to Head include Principal and Executive Principal.
- For the primary schools, the Head includes the Director of Primary, who may delegate to the Head.
- References to academy include school.

5.4 Scheme of Delegation

The Park Academies Trust
Scheme of Delegation 2026 – 27

	Members	Trust Board (and committees)	CEO (and Executive)	LGC / TIB	Head	Consult / seek consent from Diocese
1. High Quality and Inclusive Education						
1.1 Agree the Admissions Policy		A	R and Admissions Committee	C	C	Yes, for church academies
1.2 Implement the admissions appeal process		A	R	C	C	
1.3 Keep admission and attendance registers in accordance with regulations		A R	R		R	
1.4 Set the dates of academy terms and holidays		A	R	C	C	
1.5 Set the times of academy sessions		A	C	C	R	
1.6 Monitor attendance and persistent absence of pupils		A	R	R	R	
1.7 Approve the Trust wide curriculum, with regard to statutory requirements		A	R	C	C	
1.8 Set and deliver the academy curriculum and assessment in line with the Trust approach		A	R	R	R	
1.9 Monitor the inclusiveness of the curriculum		A		R	R	
1.10 Deliver inclusive extra-curricular activities		A	R		R	
1.11 Monitor children's wellbeing and how this is actively supported		A	R	R	R	
1.12 Monitor provision and outcomes for English as an Additional Language (EAL) pupils		A	R	R	R	
1.13 Deliver Early Years Foundation Stage (EYFS) in line with statutory requirements		A	R			
1.14 Ensure provision of religious education		A	R	C	C	Yes, for church academies
1.15 Ensure delivery of collective worship		A	R	C	C	Yes, for church academies
1.16 Ensure compliance with Spiritual, Moral, Social, and Cultural (SMSC) requirements including the promotion of British values		A	R		R	
1.17 Agree relationships education (primary) and relationships and sex education (secondary) policy		A	R	C	C	
1.18 Agree careers provider access policy		A	R	R	R	
1.19 Deliver careers guidance, with regards to statutory requirements		A			R	
1.20 Monitor support for looked after and previously looked after children		A	R	R	R	
1.21 Monitor pupil behaviour data across different pupil groups		A	R	R	R	

1.22 Determine and monitor use of pupil premium spend including year 7 literacy and numeracy catch-up, and PE and sports premium		A	R	C	C	
1.23 Agree Trust safeguarding practices, with regard to statutory guidance, including appointing Designated Safeguarding Leads (DSLs)		A	R			
1.24 Agree Safeguarding and Child Protection Policy		A	R	R	R	
1.25 Monitor safeguarding arrangements at academy level, ensuring compliance with relevant policies and statutory requirements		A	R	R	R	
1.26 Agree Attendance Policy		A	R	C	C	
1.27 Agree behaviour and welfare policies (behaviour, exclusions)		A	R	R	R	
1.28 Agree policy for pupils with SEND		A	R	R	R	
1.29 Ensure effective and compliant Trust wide SEND provision		A	R			
1.30 Regularly monitor compliance with SEND Code of Practice		A R	R		R	
1.31 Monitor effectiveness of SEND provision at an academy level, ensuring compliance with relevant policies and statutory requirements		A	R	R	R	
1.32 Monitor progress and attainment for all vulnerable children		A	R	R	R	
1.33 Agree policy for supporting pupils with medical conditions		A	R	C	C	
1.34 Set approach to directing pupils offsite, exclusions		A R	R	R	R	
1.35 Review Head's decision to suspend / exclude pupils		A R		R		
1.36 Agree academy Uniform Policy		A	R	R	R	
1.37 Complete and maintain a Single Central Record (SCR)		A	R		R	
1.38 Ensure school food standards are met for pupils		A	R		R	
1.39 Ensure free school meal provision is adequately implemented		A	R		R	
1.40 Ensure the provision of universal infant free school meals		A	R		R	

2. School Improvement						
2.1 Ensure high standards of teaching and learning		A	R	C	R	
2.2 Set targets for pupil outcomes across the Trust and monitor in year data termly		A	R			
2.3 Agree school improvement strategies		A	R			
2.4 Production and analysis of data		A	R			
2.5 Monitor rates of suspension and exclusion across the Trust		A R	R	C	C	
2.6 Attend Trust inspections		A	R			

3. Workforce						
3.1 Determine academy staff structure			A	C	R	
3.2 Set the approach to staff appointment and dismissal, with regard to statutory requirements		A	R		R	
3.3 Review and agree academy staff appraisal procedure and pay progression		A	R		C	
3.4 Set Trust wide pay policy, terms and conditions of employment, and HR policies (appraisal, disciplinary, grievance, capability, safer recruitment) and oversee staff wellbeing, workload and working conditions		A	R			
3.5 Monitor staff statutory training (safeguarding, Prevent, health and safety etc) and the impact of CPD		A	R	R	R	
3.6 Undertake panel hearings for disciplinary, grievance and capability matters relating to the central team		A R				
3.7 Undertake panel hearings for disciplinary, grievance and capability matters relating to academy staff		A	C	R	C	
3.8 Approve exit payments / early retirement / pension discretion (above a certain threshold)		A R	C			
3.9 Carry out disclosure and barring service (DBS) checks		A	R		R	
3.10 Appoint a Data Protection Officer		A	R			
3.11 Ensure appointment of SENCos		A	R		R	

4. Health and Safety and Estates						
4.1 Monitor implementation of, and compliance with, health and safety policy and procedures at academy level		A	R	R	R	
4.2 Monitor academy estates to ensure they are safe and well maintained		A		R	R	
4.3 Ensure there is suitable expert support on health and safety		A	R			
4.4 Agree the Health and Safety Policy Statement		A	R	C	C	
4.5 Agree the Premises Management Policy including estate vision, estate strategy and asset management plan		A	R	C	C	Yes, for church academies

5. Finance						
5.1 Appoint and performance manage the CFO and ensure the CFO holds a professional accountancy qualification.		A	R			
5.2 Produce the Trust's Financial Manual, including the Financial Scheme of Delegation		A	R			
5.3 Agree a budget plan to support delivery of Trust strategic priorities		A	R			
5.4 Agree a budget plan to support delivery of academy strategic priorities		A	A	C	R	
5.5 Agree reporting and monitoring arrangements for Trust and academy budgets		A R	R	C	C	
5.6 Carry out benchmarking and Trust wide value for money evaluation		C	A R	C	C	
5.7 Manage the cash position		A R	R			
5.8 Deliver monthly management accounts and forecasts		A	R			
5.9 Appoint / remove external auditors	A R	C				
5.10 Receive external auditor's report	A R					
5.11 Action recommendations made arising from audits		A	R		R	
5.12 Submit annual report on the performance of the Trust to Members and publish		A	R			
5.13 Agree the Charging and Remissions Policy		A	R	C	C	
5.14 Agree the Procurement Policy		A	R			
5.15 Maintain a Trustee / Governor expenses policy		A	R			
5.16 Secure suitable insurance (commercial and / or the risk protection arrangement (RPA)) for the Trust		A	R			
5.17 Establish a risk management strategy and conduct a full risk review at least annually		A R	R			
5.18 Conduct regular risk register reviews		A	R	R	R	
5.19 Determine a programme of internal audit in line with the risk register and monitor its delivery		A	R			
5.20 Manage conflicts of interest and related party transactions		A	R			
5.21 Submit DfE required reports and returns		A	R			

5.22 Maintain Trust contingency and business continuity plans		A	R			
5.23 Agree on proportionate controls that address the risks of fraud, irregularity and theft through relevant policies and processes		A	R			

6. Governance and Leadership						
6.1 Appoint / remove Members	A R					Yes
6.2 Appoint / remove Trustees	A R	A R				Yes
6.3 Elect Chair and Vice Chair of Trust Board annually		A R				
6.4 Appoint Trust Board committee chairs annually and remove when necessary		A R				
6.5 Determine powers of Trust Board Chair in urgent situations		A R				
6.6 Establish and review Trust governance structure		A R	C			
6.7 Determine the Trust's vision, strategy, and key priorities		A R	R	C	C	Yes
6.8 Set the Trust culture and values		A R				
6.9 Set expectations for Trustee conduct		A	R			
6.10 Foster equality, diversity and inclusion, including building a diverse Trust Board		A R				
6.11 Ensure transparency of information on governance structures and stakeholders		A R				
6.12 Develop stakeholder partnerships across the Trust		A	R	C	C	Yes, for church academies
6.13 Develop stakeholder partnerships at academy level			C	A	R	
6.14 Apply Trust vision and strategy to individual academies		A	R	C	R	
6.15 Agree Trust growth plans		A R	R			Yes
6.16 Determine Trust wide policies and the Policy Framework		A	R			
6.17 Determine academy level policies, in line with the Policy Framework		A	R	C	R	
6.18 Articles of Association review		A R				Yes
6.19 Articles of Association, ratify changes	A R					
6.20 Adhere to the Articles of Association		A	R			
6.21 Agree committee terms of reference and annual review		A R	C	C	C	Yes, for church academies

6.22 Annual review of Scheme of Delegation		A	R	C	C	Yes
6.23 Commission external review of Trust Board effectiveness every three years	C	A R	C			
6.24 Complete annual Trust Board self review		A R		C		
6.25 Complete periodic review of local governance		A R	R	C	C	
6.26 Publish governance arrangements on Trust and academy websites		A	R		R	
6.27 Ensure the Trust and academy websites are compliant and effective		A	R		R	
6.28 Maintain compliance on GIAS and Companies House		A	R			
6.29 Maintain a Register of Interests		A	R			
6.30 Communicate and champion the Trust strategy and review progress against the strategy		A	R			
6.31 Plan and deliver individual academy improvement interventions and strategies			A	C	R	
6.32 Establish a high performing governance structure including appointing Trust Board committees and academy committees		A	R			
6.33 Appoint / remove LGC Chairs		A		R		
6.34 Appoint / remove LGC / TIB members and TIB Chairs		A	R			Yes, Foundation Governors
6.35 Appoint Parent Governors		A	R			
6.36 Appoint a governance professional		A	R			
6.37 Agree local governance support arrangements		A R		C		
6.38 Agree role descriptions for Link Trustees / Governors		A	R	C		
6.39 Ensure appointment checks, induction, and training, for Trustees and Governors		A	R			
6.40 Nominate an Equality Link Trustee (SEND and vulnerable pupils)		A R				
6.41 Nominate an Equality Link Governor (SEND and vulnerable pupils)		A	R	R		
6.42 Nominate a Safeguarding Link Trustee		A R				
6.43 Nominate a Safeguarding Link Governor		A	R	R		
6.44 Nominate a Finance Link Trustee		A R				
6.45 Nominate a Finance Link Governor		A	R	R		
6.46 Nominate a Careers Link Trustee		A R				
6.47 Nominate a Careers Link Governor		A	R	R		
6.48 Nominate a Health and Safety and Estates Link Trustee		A R				
6.49 Nominate a Health and Safety and Estates Link Governor		A	R	R		
6.50 Nominate a Foundation Link Trustee		A R				

6.51 Nominate a Foundation Link Governor (church academies)		A	R	R		
6.52 Nominate a Community Engagement Link Governor		A	R	R		
6.53 Nominate a Digital Development Link Trustee		A R				
6.54 Nominate a People and Culture Link Trustee		A R				
6.55 Ensure a finance skill set on the Trust Board		A	R			
6.56 Appoint / dismiss and performance manage the CEO / Accounting Officer and agree remuneration		A R				
6.57 Conduct executive team performance management		C	A R			
6.58 Conduct Head performance management and agree pay			A R	C		
6.59 Determine executive team staffing structure		A	R	C	C	
6.60 Appoint / dismiss Heads		C	A R	C		Yes, for church academies, and Head of RE
6.61 Undertake panel hearings for disciplinary and capability matters relating to the CEO		A R				
6.62 Set targets for Trust outcomes		A	R			
6.63 Agree Equality Information and Objectives (Public Sector Equality Duty) Statement and monitor delivery		A R	R	C	C	
6.64 Agree governance policies (including Data Protection, Privacy Notice for Governance, Freedom of Information, Governance Code of Conduct, Complaints)		A	R	C	C	
6.65 Determine the complaints procedure		A R	C	C		
6.66 Implement the complaints procedure		A	R	R	R	
6.67 Review complaints at panel stage		A R		R		
6.68 Agree the whistleblowing policy and procedures		A R				