



Governance Scheme of Delegation

Swakeleys School for Girls

Date Approved: Summer Term 2026

Date of Next Review: Summer Term 2027

Swakeleys School for Girls is a standalone academy, a company limited by guarantee and a charitable trust. Responsibility for the Academy and for the funds granted by the Department for Education for providing education in it, is entrusted to the Board of Trustees. Trustees are also the Directors of the company and Governors.

The Board of Trustees is accountable in law for all major decisions at the School. However, this does not mean that the Board is required to carry out all the Trust's governance functions, and many are delegated, including, for example, to the Headteacher/Accounting Officer (AO) and the Board's committees. It is vital that the decision to delegate a function is made by the full Board of Trustees and is recorded. Without such delegation, the individual or committee has no power to act.

Our strategic and operating model should not be considered fixed. It will adapt in response to the scale and performance of the School. The functions the Board has delegated are based on these factors and the way in which leadership is structured.

The Scheme of Delegation (SoD) is the key document defining the lines of responsibility and accountability in the School. It aims to be a simple, yet systematic way, of ensuring that the Members, Trustees, the Headteacher and others are all clear about roles, responsibilities and authority. This overarching SoD for decision making in the School should not be confused with the written scheme of delegation of financial powers referred to in the Academies Trust Handbook.

Status of Scheme of Delegation

The Board has the power to appoint and/or remove committees at any time.

A Scheme of Delegation must be fit for purpose, which means it demonstrates clearly the lines of accountability.

Format, structure and clarity

This SoD aims to clarify decision making and lines of accountability in a simple, succinct and clear format. It includes a grid of the four key areas to reflect both the governance framework and the three core functions of the governing Board:

1. Strategic leadership
2. Accountability and assurance
3. Strategic engagement

Review

The SoD is intended to be a working document that both Board and senior leaders are able to revise and adapt in response to their context and circumstances.

The SoD will be reviewed annually, with changes made as the context changes, if necessary, each year. This is not a failure, but recognition of the need to be responsive to changing circumstances and to adapt accordingly.

This scheme of delegation will:

- Promote a culture of honesty and accountability
- Ensure the senior leadership group is clear about which decisions the Board have responsibility for
- Identify responsibility for the appointment and performance management of the Headteacher/AO and senior staff
- Ensure that the role of the senior leadership group is fully understood throughout the school
- Identify responsibility for policy and practice
- Identify responsibility for oversight of educational performance in the school
- Ensures that the school's vision and values continue to inform its provision, relationships and outcomes
- Identify responsibility for oversight of the school's budget

- Identify responsibility for assessment of risk in the school

Governance structure:

- The Board of Trustees is responsible for the three core governance functions
- The Board of Trustees appoints the Headteacher/AO, to whom it delegates responsibility for delivery of its vision and strategy, and will hold the Headteacher/AO to account for the conduct and performance of the School, including the performance of the School and for its financial management
- In turn, the Headteacher/AO line manages other senior leaders, setting their targets and performance managing them
- The Board constitutes committees for finance and resources (including compliance, audit & risk), education (includes admissions, curriculum and standards) and remuneration (this includes the Head Teacher' performance review).

Roles and responsibilities

Members

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

There must be at least three Members, although the DfE prefers at least five. Members are not permitted to be employees of the Trust.

Directors/Trustees/Governors

The Trust is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company Directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. They are also the Governors of the school.

The Directors/Trustees/Governors are responsible for the general control and management of the administration of the School, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of the School, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

1. Strategic leadership
2. Accountability and assurance
3. Strategic engagement

The role of Board committees

The Trustees may establish committees to carry out some of their governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership and responsibilities of Board committees are set out in the committee's terms of reference. The Trust Board must appoint Board committee chairs and committee members according to their skills.

As the composition of the Trust Board at Swakeleys is currently small, the majority of academy business is carried out by the full Trust Board. However, the following committees are in place and hold key responsibilities:

- Finance Audit, Risk, HR & Health & Safety
- Education
- Remuneration

The role of the Headteacher/AO

The Headteacher/AO has the delegated responsibility for the operation of the School including the performance of students, and so the Headteacher/AO oversees the performance management of senior leaders in the School.

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

The Headteacher/AO leads the senior leadership group of the School. The Headteacher/AO will delegate executive management functions to the senior leadership group which is accountable to the Trust Board for the performance of the senior leadership group.

☐ - Action to be undertaken at this level | A - Provide advice and support to those accountable for decision making

	Decision	Members	Trust Board	Finance Audit, Risk, HR Health & Safety	Remuneration Committee	Education Committee	HT
People	Members: Appoint/Remove	☐					
	Directors: Appoint/Remove	☐					A
	Role descriptions for members						☐
	Role descriptions for directors/chair/committees: agree		☐				A
	Parent director/ trustee: elected						A
	Board committee chairs: appoint and remove		☐				
	Clerk to board: appoint and remove		☐				
	Clerk to committees: appoint and remove		☐				
Systems and structures	Articles of association: review and agree	☐	A				A
	Governance structure (committees): establish and review annually		☐				A
	Terms of reference for board committees and scheme of delegation: agree annually		☐				A
	Skills audit: review and recruit to fill gaps annually		☐				A
	Regular self-review of trust board and committees		☐	A	A	A	A

☐ - Action to be undertaken at this level | A - Provide advice and support to those accountable for decision making

	Decision	Members	Trust Board	Finance Audit, Risk, HR Health & Safety	Remuneration Committee	Education Committee	HT
Systems and structures	Chair's performance: carry out 360 review periodically	☐	☐				
	Directors / member contribution: review periodically	☐	☐				
	Succession plan		☐				☐
	Annual schedule of business for board of trustees: agree		☐	☐	☐	☐	A
Reporting	Publication on website of all required details on governance arrangements: ensure		☐				☐
	Annual report on performance of the school: submit to members and publish		☐				☐
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to regulatory to bodies as instructed.		☐	A			A
	Internal scrutiny program		☐				A

☐ - Action to be undertaken at this level | A - Provide advice and support to those accountable for decision making

	Decision	Members	Trust Board	Finance Audit, Risk, HR Health & Safety	Remuneration Committee	Education Committee	HT
Being Strategic	Determine statutory policies which reflect the trust's ethos and values		☐	☐	☐	☐	☐
	Determine non statutory policies which reflect the School's ethos and values						☐
	Management of risk: establish register, review and monitor		☐	A	A	A	☐
	Engagement with stakeholders		☐	☐	☐	☐	☐
	Vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine	A	☐				☐
	School's key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: evaluate		☐	A	A		☐
	Headteacher: appoint and dismiss		☐				
	Deputy Head Teachers: appoint and dismiss		☐				☐

☐ - Action to be undertaken at this level | A - Provide advice and support to those accountable for decision making

	Decision	Members	Trust Board	Finance Audit, Risk, HR Health & Safety	Remuneration Committee	Education Committee	HT
Being Strategic	Senior Staff: appoint and dismiss		A				☐
	Teaching Staff: appoint and dismiss						☐
	Support Staff: appoint and dismiss						☐
	Budget plan to support delivery of key priorities: agree		☐	A			A
	Staffing structure: agree		☐	A	A		
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g., safeguarding, H&S, employment): agree		☐	☐	☐	☐	☐
	Reporting arrangements for progress on key priorities: agree		☐	A	A	A	
	Performance management of the Headteacher				☐		
	Subcommittee monitoring: agree arrangements		☐				A

☐ - Action to be undertaken at this level | A - Provide advice and support to those accountable for decision making

	Decision	Members	Trust Board	Finance Audit, Risk, HR Health & Safety	Remuneration Committee	Education Committee	HT
Ensuring financial probity	Appoint Chief Financial Officer for delivery of detailed accounting processes		A	☐			☐
	Trust's scheme of financial delegation: establish and review		☐	A			A
	External auditors' report: receive and respond	☐	☐	A			A
	HT pay award: agree		☐		A		
	HT 3-year remuneration: review		☐		A		
	Senior staff pay award(s)				☐		A
	Staff appraisal procedure and pay progression: review and agree				☐		☐
	Benchmarking and value for money: ensure robustness		☐	☐			A
	Develop procurement strategies and efficiency savings programme			☐			☐
	Review and approve procurement strategies and efficiency savings programme			☐			A