



Principles of Scheme of Delegation 2022

LET Education Trust was set up on 1st March 2022 and is a charitable trust and an exempt charity.

‘building a strong and lasting collaboration with a group of colleagues who share our values and vision’

Purpose of the Trust

The purpose of the Trust is to maintain good and outstanding schools, and to ensure the rapid improvement of schools which need support now (and in the future); also to act as a vehicle for enabling the sharing of best practice and the economies of scale to be achieved across the group of academies. LET understands that research shows a ‘sweet spot’ of 12-20 schools will; bring increased viability and this will be under consideration from opening. We will however, initially utilize a step-change growth model where growth will be organic, new schools will be embedded thoroughly and robustly and due diligence will be full and meaningful.

The Trust will undertake rigorous due diligence (as will the joining academy) prior to an academy joining the trust to ensure that it is in their best interests to do so.

Principles of practice

LET Education Trust aims to support self-improving, self-sustaining schools who work collaboratively with each other, sharing best practice whilst promoting school to school leadership and challenge, driving improvements and securing good outcomes.

Whilst this is the current structure and principles for LET Education Trust we will actively seek the contribution from Headteachers of converting academies to developing and adapting these principles as the Trust grows. We also, providing there is space, will accept nominations from joining schools onto the board providing they have the appropriate skill set required and providing them joining does not affect the one third staff/employee trustees’ ratio.

Autonomy

We recognise that each school’s individual journey to success will differ based on its context. Consequently, we encourage diversity of approach and allow local advisory boards the freedom to manage in the best interests of their community unless schools need a greater level of support in order to achieve the high performance which we want for the children within LET Education Trust.

Trust Model



Key features of LET Education Trust

- Shared vision and values
- Opportunity to work jointly whilst maintaining autonomy
- Scheme of Delegation details responsibilities and terms of reference
- School procurement and share services to enable efficiencies
- Collaboration agreement to share expertise and good practice

Join - Who can apply?

- Any school that shares our vision and wishes to become an academy
- Any school that wants to have greater autonomy and also benefit from membership in a stable group of academies that support each other for the common good of their children
- Any school that wants to be part of a family where actively shared best and next practice helps all to succeed and the best to excel

The behaviours we expect to see of all academies joining the trust:

- Children at the heart of all decisions made
- Strong and capable leadership
- People striving to provide outstanding education and to improve outcomes for their pupils
- Interacting with colleagues with respect and trust
- A commitment to continuous improvement

Trust intervention

Intervention by the Trust will be triggered by any of the following:

- A significant change in leadership or vacancy
- A rapid and unexpected decline in end of KS2/KS4 performance or internal predictions

- A significant safeguarding issues that cannot be dealt with locally
- Evidence of serious financial weaknesses or mismanagement
- A dramatic change (downward) in Ofsted category
- A request from the local advisory board
- Serious and significant complaints from stakeholders or outside bodies that cannot be or have not been satisfactorily resolved locally
- A reputational risk to the local academy and Trust
- A local operational decision of risk or significance that would have a bearing on the Trust as a whole

THE BOARD OF TRUSTEES AND ITS COMMITTEES

Members and Trustees skills set

- Commitment to improving education for all pupils
- Ability to work in a professional manner as part of a team and take collective responsibility for decisions
- Willingness to learn
- Commitment to the school's vision and ethos
- Understanding and experience of strategic planning
- Ability to analyse and review complex issues objectively
- Ability to identify problems
- Ability to propose and consider innovative solutions
- Ability to make difficult decisions in the best interests of pupils
- Understanding of current education policy
- Communication skills, including being able to discuss sensitive issues tactfully
- Ability to analyse data
- Ability to question and challenge
- Experience of project management
- Financial planning/management (e.g. as part of your job)

ROLE DESCRIPTION FOR MEMBERS

Members have an overarching responsibility for the viability and performance of the Academy Trust through the appointment of trustees and approval of the annual report. They have the power to amend the Articles of Association that govern the way the Trust is constituted and managed.

Main duties and responsibilities

- To appoint trustees to the Trust Board bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively.
- To remove any trustee who is not considered to be acting in the best interests of the Trust.
- From time to time to review the Articles of Association and to make changes were deemed necessary after taking advice from the Trust Board.
- To appoint other Members (to not exceed 5) as necessary in line with the provisions of the Articles of Association.
- To approve the annual report and accounts prior to submission to Companies House.
- To appoint and if deemed necessary to remove the CEO.

Expected time commitment – 3 meeting per year (max)

ROLE DESCRIPTION FOR TRUSTEES

The Board of Trustees acts in the best interests of the Trust, governing in accordance with its Articles of

Association and having governance arrangements that demonstrate visionary leadership, clarity of relationships, effective oversight and sustainability, and achieve the greatest possible economies.

Trustees are responsible for the strategic direction, broad policy framework and oversight of the Trust and all its academies. They take decisions that are in the best interests the MAT as a whole and are not representative of any one of the constituent academies. The team are Trustees of the Trust which is a company limited by guarantee and registered as such at Companies House.

Main duties and responsibilities

- To ensure that the activities of the Trust fulfil the objectives as described in the Articles of Association
- To ensure compliance with the Trust's duties under company and charity law
- To ensure the academies are compliant with all statutory obligations (eg curriculum, SEND, safeguarding)
- To safeguard the assets of the Trust
- To ensure the solvency of the trust and to abide by the agreements made with the DfE and Educational Funding Agency (EFA) including the Master Funding agreement and the Supplemental Funding Agreement and as defined in the current issue of the Academies Financial Handbook
- To determine the overall strategic direction and development of the Trust through good governance and clear strategic planning
- To approve the Trust's strategic plan
- To challenge and support the Trust's CEO, senior staff and academy leaders to achieve the outcomes of the strategic plan
- To oversee the performance of the Trust and its academies and direct change where performance falls short of expectation
- To agree policies across the academies within the Trust (unless otherwise delegated to individual academies)
- To ensure that risks are mitigated where possible and otherwise effectively managed
- To review the Trust Board's terms of reference on a regular basis and to recommend any changes to the Board of Members
- To approve the terms of reference of the Board's committees
- To, approve the Trust's annual budget and monitor progress through the receipt of regular reports and to commission auditors
- To approve the annual budget for each academy and monitor expenditure against the budgets
- To approve the annual and other statutory reports to Members and the EFA
- To agree and review from time to time the scheme of delegation to the academies
- To review the effectiveness and skill set of the Board and recommend appropriate changes to the Board of Members

Expected time commitment – at least 3 Board meetings per year plus committees

The Board of LET Education Trust has two core functions:

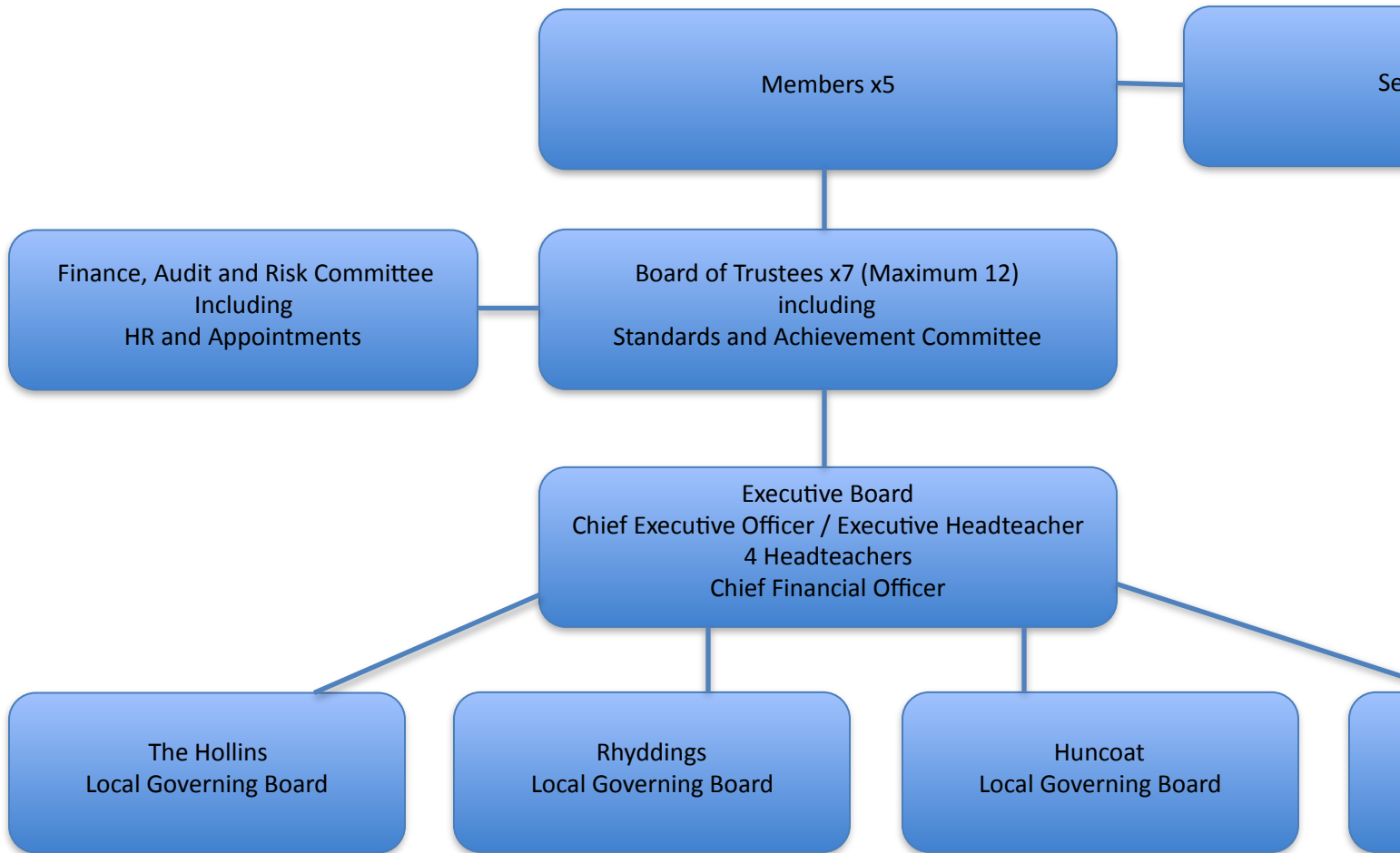
- to set the strategic direction of the organisation
- to ensure financial probity.

The Board is supported by the CEO/Executive Head and CFO/COO of the Trust.

As a multi academy trust, the Board is responsible for all of the academies in the Trust. We exercise this responsibility by delegating functions to the Local Advisory Board of each academy through schemes of

delegation.

The governance structure of the Trust is as follows:



Safeguarding

Safeguarding is the term used to describe the activities that help make our pupils and students safe and free from harm across the Trust and in their lives outside of it. This includes the following:

- Protecting young people from abuse whether physical, sexual, emotional or neglectful.
- Making sure that the Trust's environment is free from bullying and harassment whether in person or by electronic communication.
- Making sure that our pupils and students are aware of their own safety when using the internet, particularly when using social media sites and email.
- Making sure we provide an environment that is safe and protects pupils and students from unnecessary accidents.
- Providing pupils and students with information, advice and guidance about their own personal health and safety.
- Involving our pupils and students in discussions on all of the above.

All staff in each of our schools have a responsibility for safeguarding and will be trained annually to ensure that they can fully meet their roles and requirements to keep children safe.

Delegated autonomy

For LGBs to carry out their role effectively, governors must be:

- Prepared and equipped to fulfil their responsibilities
- Able to work effectively with lead professionals in the schools
- Accountable to the Trust Board
- Provided with appropriate support and opportunities for development
- Willing and able to monitor and review their own performance against key performance indicators

We would expect the core business of each LGB to be:

- Reviewing and monitoring the academy improvement plan
- Monitoring and reviewing progress and attainment
- Financial accountability; making sure that the budget is on track and money is spent well
- Reviewing and monitoring the curriculum
- Holding the academy's Headteacher/Head of School and leadership team to account

Accountability

Local headteachers and LGBs are directly responsible for standards in their academies. Headteachers/Head of School are supported by and accountable to the CEO who in turn is accountable to the Trust Board.

In terms of management information systems, finance and human resources, each academy's business manager is accountable to their academy's Headteacher/Head of School and the Trust's Chief Financial Officer. The latter is accountable to the Trust's Finance, Audit and Risk Committee and ultimately to the Board for all matters covered by the terms of reference.

SERVICES PROVIDED BY THE TRUST

Financial arrangements

The Trust is funded by contributions from each of its academies and various grants. All financial issues are included in the service level agreements issued to each academy in line with the Academies Financial Handbook.

Developing & growing LET central operations

A key strategy is to promote and develop the Trust and the services that we offer to a wider cohort of schools. This means that our academies can focus on improving teaching and learning and delivering educational excellence. We will work through a range of partnerships to share good practice and jointly procure services to bring about better value for money and economies of scale. We will continue to grow the Central Function and utilize centralization where beneficial to the schools and Trust.

Our approach will be to:

- Identify the key services required by our academies and schools looking to join the Trust and develop clear specifications for commissioning such services
- Work closely with local advisory boards and other partners to understand the range of solutions with which they can support their schools, but continue to develop the clear distinction between their role and that of the Trust

School improvement - teaching and learning

To ensure that our academies provide the very best teaching in order to promote high-quality learning for our children and young people, and enable teachers to make a real difference for our pupils.

Continued professional development

To implement a CPD programme to ensure that our staff have the right skills to raise standards further, deliver good teaching and learning, and disseminate best practice to ensure rapid improvement.

Quality Assurance

To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, and raise standards to deliver positive outcomes for pupils.

Pupil performance systems

The Trust devolves responsibility for pupil / student data collection and tracking to each academy. However, common information sets must be available in each academy so that the CEO and the Standards and Effectiveness Committee (the Board's sub-committee with oversight for educational standards across the Trust) can track different groups of pupils so that they can satisfy themselves that all children make appropriate progress. They ensure that the performance of disadvantaged children and those in receipt of the pupil premium in particular are not significantly different from other groups.

ACADEMY IMPROVEMENT STRATEGY

A LET Education Trust lasting legacy

A school-led system ensures that schools have strong networks and a strong voice in their own future. Our school improvement approach will help to build the capacity to improve from within, and a culture of looking outward and always trying to be better. Schools which join our Trust are able to help shape our work, and to benefit both from the support they themselves receive and from participating in supporting improvement in other Trust schools.

A culture of collaboration leads to success

School autonomy should not mean schools working in isolation. On the contrary, our academies, though independent from local authorities, have a strong commitment to each other so that individual schools, and the family of schools, grow and improve through working together.

School improvement strategy

We will start by getting to know our academies, in particular their curricular and educational standards and priorities. This will involve data analysis, looking at all documentation including IDSR and OFSTED reports, and undertaking an in-school audit of provision. We will take an integrated approach, always working in partnership with the academy, taking full account of its own self-evaluation and identified priorities. We will also establish the academy's own areas of strength and expertise that can be shared across the Trust and in particular, the skills of staff.

Our academies will have access to shared services provided by the Trust and one another. Where academies are not already 'good' or 'outstanding' we will facilitate a high-quality, bespoke package of support from other academies within the trust through the CEO.

The CEO will quality assure any support given to an individual academy. For our 'good' and 'outstanding' academies we will encourage and facilitate further development through delivering school-to-school support within our 'family' of academies. This will provide excellent opportunities for leadership development for key personnel in those academies. Links will be developed and high-quality professional development will be organised. This partnership work is fundamental to the ethos of the Trust.

Trust key performance indicators

The impact of our improvement strategy will be measured by the following KPIs:

- All academies will be judged good or outstanding by OFSTED within two years of joining LET
- All teaching within our academies will be good or better
- Progress (and ultimately attainment) in our academies will exceed floor targets and will aim to be comparable with the top 25% schools nationally within 3 years of joining LET
- Our academies will demonstrate excellent leadership, including governance, and this inspirational leadership will be shared across academies
- Our academies will be able to accurately self-evaluate and will have a culture of continuous improvement and high aspirations
- High-quality CPD of staff will mean our academies will attract and retain the very best
- All academies will be financially solvent, have reserves and submit three-year financial plans that are realistic, robust and do not produce a deficit financial position
- The Trust will comply with all statutory regulations and have a positive annual audit report

It will be the responsibility of the CEO to alert the Trust's Standards and Achievement Committee if any of these key performance indicators are unlikely to be met. This committee is made up of senior representatives from across the Trust and is chaired by a Board member.

Geography and communities we serve

We are a Hyndburn based multi-academy trust (East Lancashire). The local authority is committed to working in partnership with all schools, regardless of status, in order to ensure the best outcomes for children and young people in the city.

The infrastructure of the Trust will take away the burden on schools of managing support services and

allow them to focus on effective teaching and learning; they will also have the opportunity to deliver school-to-school support across our family of academies. For each different category of schools we will offer the following incentives:

- Interaction with like-minded colleagues and mutual support
- A flexible scheme of delegation for their LGB to continue to lead and manage the school
- A chance to generate income and lead on school improvement by offering school-to-school support
- Continuing professional development for all staff
- A possible opportunity for a member of the LGB to join the Trustees and shape the working of the Trust
- Stability in a fast-changing educational landscape
- Access to shared services and economies of scale