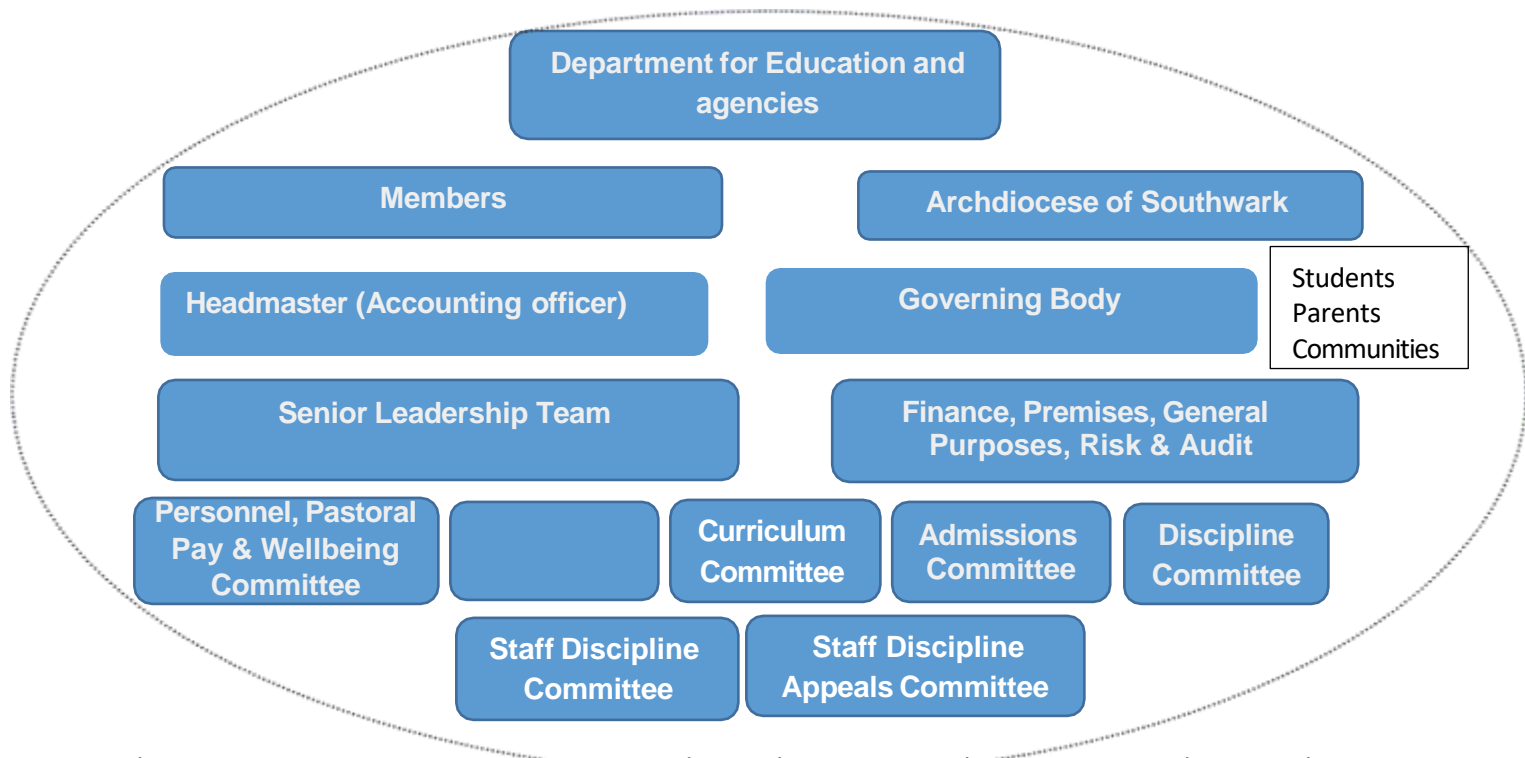




Richard Challoner School – Scheme of Delegation

Richard Challoner School is a Single Academy Trust. The Scheme of Delegation provides a helpful aid in addition to the Committees Terms of reference and Financial Operations Handbook to distinguish between matters reserved for the approval or advice and support of Members, Governors, Individuals (with a responsibility) or the Headmaster / Senior Leadership Team of Richard Challoner School.

Governance structure of Richard Challoner School



The main Committees meet twice per term during the autumn and spring terms and once in the summer term, whilst the Admissions Committee and Discipline Committees meet when required.

The Scheme of delegation forms the basis of lines of delegation for Richard Challoner School it should be read in conjunction with the following current documents:

- Committee Terms of Reference (ToR).
- Richard Challoner School - Articles of Association and Memorandum.
- Richard Challoner School - funding Agreement with the Secretary of State for Education.



- Richard Challoner Financial Operations Handbook – Scheme of Delegation – Financial Powers.
- Education and Skills Funding Agency’s Academy Trust Handbook.
- Department for Education’s [Academy Governance Guide](#).
- [Academy Trust Governance Structures](#) and Role Descriptors.

Governance structure and lines of accountability

In line with the school’s current articles of association the term governor remains in use.

The Governing Body (academy trust board of governors) delegate responsibility for the day to day running of the academy to the Headmaster. The Governing Body will hold the Headmaster to account for the performance of the academy. The Headmaster in turn holds other members of the senior leadership team (SLT) to account by line managing them. While the Governing Body cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making.

The Headmaster will report to the Governing Body on the performance of the academy, although this will be supplemented by the monitoring by the board committees and individual Governors with any delegated responsibilities.

The Headmaster is performance managed by a panel of Governors - Appointed for 2025/26 - Mr Daren King, Ms Vera Bermingham and Mr Tim Povey.

Roles and responsibilities

The role of the members

The members of the trust have a different status to that of the Governors. Originally they will have been the signatories to the memorandum of association and will have agreed the trust’s first articles of association (a document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the governors the members can appoint to the trust board. Members are also responsible for approving any amendments made to the trust’s articles of association.

Members are not permitted to be employees of the academy trust. We confirm that no members are employees or hold a voluntary role of employment. The majority of members do not hold a position as a Governor on the Governing Body of Richard Challoner School in line with DfE guidance.



- The members of the trust are guardians of the governance of the trust and must ensure it carries out its charitable objective.
- There must be at least three members, although the DfE prefers at least five.
- The members should receive information about the trust's business and receive the annual report and accounts. If they have concerns that the trust is not carrying out its charitable objective, members should remove trustees that are failing to fulfil this responsibility.

Members meet at least annually at an AGM.

The role of the Governors

The academy trust is a charitable company and so Governors are both charity Governors (within the terms of section 177(1) of the Charities Act 2011) and company directors.

The Governors are responsible for the general control and management of the administration of the trust, 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 trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements (Richard Challoner Financial Operations Handbook). In addition, it must carry out the three core governance functions:

1. **Strategic leadership:** The Governing Board aids the setting and defining of the school's strategic direction, including its vision and strategic priorities. It establishes and models the school's culture, values and ethos. Students, both current and future are at the forefront of decision-making, with the principles of those who have gone before. The aim to provide an outstanding and inclusive education as well as opportunities for wider curriculum to develop the whole person.
2. **Accountability and assurance:** The Governing Board has robust effective oversight of the operations and performance of the school, including the provision of education, student welfare, overseeing and ensuring appropriate use of funding and effective financial performance, keeping the school's estate secure and well-maintained. As well as consideration for the environment and sustainability for the future.
3. **Strategic engagement:** The Governing Board has strategic oversight of strong relationships with stakeholders. The Governing Body receives feedback from parents, pupils via school parliament, other schools, the local authority and our local communities.

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

The Governing Body is responsible for ensuring that high standards of corporate governance are maintained. It should exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the school, addressing such matters as:



- To providing a long-term strategy for the school by ensuring clarity of vision and setting the ethos and aims of the school.
 - Developing and agreeing the Strategic Development Plan (SDP) and monitoring progress against the SDP.
 - Appointing and holding the Headmaster to account for the educational performance of the trust, its students and the performance management of staff.
 - Performance review for the Headmaster and approve the HT pay award.
 - Ensuring that money is well spent through monitoring the implementation of procurement and the best value statement.
 - Overseeing the financial performance, financial management and probity of the school.
 - Managing conflicts of interests.
 - Ensuring compliance with legal requirements and that all statutory duties are met; including health and safety, employment law, the Admissions Code. To ensure that the school website is compliant.
 - To Safeguard the welfare for the Governing Body, Headmaster and other school staff
 - Ensuring statutory and non-statutory policies where required are in place and reviewed.
 - Determining the admissions arrangements annually.
 - Establishing and maintaining a transparent system of prudent and effective internal controls.
 - Monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon.
 - Helping the school be responsive to the needs of parents and the community and making it more accountable through consultation and reporting.
 - Setting the school's mission statement, standards of conduct and values.
 - Assessing the Risk Register.
 - Setting school term dates.
 - Monitoring GDPR compliance
 - Hearing appeals against complaints, exclusions, pay, capability/disciplinary/grievance issues.
 - Appointing governors (Link Governors) with individual responsibilities,
 - Attending Ofsted inspections.
- **The role of the Committees**
 - The Governors may establish committees to carry out some of its governance functions, one of
 - which must include audit and risk which advises on the adequacy of the trust's controls and risks. Delegation has been given for detailed scrutiny of financial management and school performance to the Finance Premises General Purposes Risk & Audit Committee and Curriculum Committees respectively. Employees do not contribute at the Risk & Audit Committee, with the exception of the Headmaster as Accounting Officer and Director of Finance & Operations as Chief Financial Officer.



Board Committees must have at least three Governors in membership, and trustees must be in the majority for voting purposes; it is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The following Committees meet five times a year, twice in the autumn and spring terms and once in the summer term: Finance, Premises, General Purposes, Risk & Audit Committee, Premises Committee, Personnel Committee, Curriculum Committee. Whilst the Admissions Committee and Discipline Committees are convened when required. Discipline Committee membership is delegated to all Governors.

Finance, General Purposes, Risk & Audit Committee – Mr Tim Povey
Personnel, Pastoral Pay and Wellbeing Committee – Mrs Fiona Marshall
Curriculum Committee – Mrs Nicola Noble
Admissions Committee – TBC

The role of the Headmaster

The Headmaster has the delegated responsibility for the operation of the trust.

The Headmaster 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 Headmaster leads the senior leadership team (SLT) of the academy trust. The Headmaster will delegate management functions to the SLT and is accountable to the Governing Body for the performance of the SLT.

Communication with Stakeholders

Richard Challoner School strives to maintain effective and clear communication with its Stakeholders. Parents have access to their child's record on My Child at School such as behaviour, attendance, assessment data and attitude to learning. Parents can view communications between teacher and student through My Child at School. Opportunities to visit school take place through the year - Academic progress meetings and to support Super 6 House Competitions – Swimming Gala, House Music, House Public Speaking, House Drama, House Art and Sports Day. Parents have the opportunity to attend Challoner Day at St George's Cathedral Southwark and concerts throughout the year (Battle of the Bands, Summer Serenade, Christmas Carols and Winter Concerts).



Governors

Governors are present throughout the school year at events such as school productions, sporting fixtures, charity events, judging music competitions, concerts, Open Days and at Richard Challoner Day. Governors visit where possible during the school day to fulfil their responsibilities of monitoring through their link governor duties building relationships with all stakeholders.

Parents / Staff / Student

Surveys / consultations of views are gathered for school improvement and feedback purposes.

School Parliament – School Parliament meet termly with Student Representatives across all Year Groups (Yr7 – Yr13), meetings are led by Mrs Southall.

Parent Forum is a partnership between parents and the School. The Parent Forum is a valuable way for parents to:

- ✓ Raise questions
- ✓ Discuss key issues
- ✓ Be consulted on school policy
- ✓ Keep up to date with the school's progress with education provision and facilities

Diversity Group – Diversity group meet once a week and is open to both staff and students. Suggestions from the Diversity Group are shared with SLT and help to shape our school policies.

Environmental Group – The Environmental group meet regularly each term, representatives act as Environmental Ambassadors across the year groups. Suggestions from the Environmental Group are shared with School parliament SLT and help to shape the school Environmental Strategy.

PTFA – The Friends of Challoner has three main aims:

- ✓ Organise and run social events for parents and the community
- ✓ Organise and run fundraising events for the school
- ✓ Support other parents with focused events and second-hand uniform sales

All parents, past pupils and teachers of Challoner can become part of the friends of Challoner, joining the school at events such as the Christmas Carol Service. Our aim is to provide a platform for everyone to keep in touch and support each other, and keep up to date with school events, news and reunions. Friend of Challoner also support the school with careers advice and fundraising opportunities.

Our communications include a Facebook group, Instagram and X page.

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible.
R Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
C Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
*Highlighted	Statutory expectation or necessary to comply with articles of association or funding agreement.

		Members	Trust board	Bursar (B) / Gov Prof. (GP)	Committees	Headteachers
1. Board business						
1.1	Appoint/remove members	*A/R				
1.2	Appoint/remove trustees	*A/R	*A/R			
1.3	Elect chair of trustees		*A/R			
1.4	Appoint and remove committee chairs		*A/R			
1.5	Establish and review trust governance structure		*A/R	GP-C	C	
1.6	Agree named safeguarding trustee		*A/R			
1.7	Agree named SEND trustee lead		*A/R			
1.8	Agree named careers trustee lead		*A/R			
1.9	Appoint trust governance professional		*A/R			
1.10	Articles of association: review		*A/R	GP-C		
1.11	Articles of association: ratify	*A/R				
1.12	Agree committee terms of reference		*A/R	GP -C	*A/R	C
1.13	Complete annual review of scheme of delegation		*A/R	GP -C	*A/R	
1.14	Complete annual trust board self-review		A/R	GP-C		
1.15	Publish governance arrangements on school website		*A	GP-R		

1.16	Ensure school websites are compliant and effective		*A		GP-R (Mike Cloudsdale)		R
1.17	Submit annual report on the performance of the trust to members and publish		A/R		GP-C		C
1.18	Commission external review of board effectiveness every three years	C	A/R				
1.19	Determine power of chair in urgent situations (Chairs Action)		A/R				
2. Vision and strategy							
2.1	Determine school's vision, strategy and key priorities		A/R			A/R	C
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities		A			R	C
2.2	Determine school level policies		*A/R		GP-C	*A/R	C
2.3	Establish risk register and conduct regular review		*A/C		B-R	*A/C	
2.4	Determine a programme of internal audit in line with the risk register and monitor its delivery		*A			R	
3. Finance and estates							
3.1	Appoint and remove external auditors	*A/R	C			C	
3.2	Appoint and dismiss - chief financial officer		*A				
3.3	Produce scheme of financial delegation		*A		B-R	*A	
3.4	Receive external auditors report	*A/R	R				
3.5	Action recommendations made by external auditors		*A		B-R	*A	R
3.6	Produce annual report and accounts		*A		B-R	*A	
3.7	Submit ESFA DfE required reports and returns		*A		B-R		
3.8	Agree budget plan to support delivery of school strategic priorities		*A		B-A	R	R
3.9	Monitor monthly budget		*A		B-R		R and Chair of Finance R
3.10	Carry out benchmarking and trust-wide value for money evaluation		C		B- A/R		
3.11	Agree reporting and monitoring arrangements for school budget		*A		B-R	C	C
3.12	Approve estate vision, strategy and asset management plan		*A/R		B-C	*A/R	

3.13	Monitor school estate to ensure it is safe and well maintained	*A	B-R	R	R
3.14	Agree Data Protection & Privacy Notices	*A		R	
3.15	Agree Health & Safety Policy	*A		R	C

4. Human resources

Appoint and dismiss accounting Officer	*A/R				C
Conduct headteacher performance management	A/R (3 on panel)				
Agree headteacher pay and reward	A/R		A/R PPPWC		
Review and agree staff appraisal procedure and pay progression	A/R		A/R		C
Determine school staffing structure	A/R		A/R		C
Headteacher appointments and dismissal	A/R		C		
Pay policy, terms and conditions of employment	*A/R				
Determine disciplinary and capability policies	*A/R		*A/R		
Implement disciplinary and capability procedures – schools	A		C		R
Approval of exit payments/early retirement/pension discretion (above a certain threshold)	*A				

5. Education

5.1	Approve curriculum policy	A/R		A/R	C
5.2	Ensure high standards of teaching and learning	A		A	R
5.3	Delivery of curriculum				A/R
5.4	Agree behaviour policy	*A/R		A/R	C
5.5	Implement behaviour policy				A/R
5.6	Review permanent and fixed term exclusions	*A/R		R/C	
5.7	Agree admissions policy	*A	GP-C	A	R
5.8	Admissions appeal process	*A	GP-C	C	R
5.9	Review complaints at panel stage				
5.10	Determine complaints policy	*A/R	GP-C	C	
5.11	Implement complaints procedures	*A/R		R	R
5.12	Agree Attendance Policy	*A/R	GP-C	R	R
5.13	Agree SEND Policy	*A/R	GP-C	R	
5.14	Agree Charging & Remissions Policy	*A/R	B/R GP-C	R	
5.15	Agree Careers provider access policy statement	*A/R	GP-C	R	
5.16	Agree EDI and Objectives (Public sector equality duty statement) and monitor	*A/R	GP-C	R	
5.17	delivery				
	Determine & monitor use of pupil premium				
5.18	Ensure provision of religious education	A		C	C
5.19	Ensure delivery of collective worship	A		C	C
5.20	Set the dates of school terms and holidays	A			R
5.21	Set the times of school sessions	A			R
5.22	Review Headteachers decision to suspend / exclude students	*A/R		R	
5.23	Monitor rates of suspension and exclusion	*A/R	GP-C	R	C

6. Community

6.1	Developing stakeholder partnerships at school level	A/R	C	A/R	R
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Scheme of Delegation – Next Review November, 2026

Review Cycle: Annual