

HERTS FOR
LEARNING
**MULTI
ACADEMY
TRUST**

Herts for Learning Multi Academy Trust

Scheme of Delegation

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Approved by: HfL MAT Board of Trustees
Approved on: 11 May 2017
Review date: May 2018
Responsibility for review: Board of Trustees

1. INTRODUCTION

1.1 Purpose of this document

This document outlines the governance structures, principles and processes for the Herts for Learning Multi Academy Trust. It explains the ways in which the Members and the Trustees fulfil their responsibilities for the oversight of the Trust and the respective roles, responsibilities and accountability of all those with a governance responsibility. It sets out the commitments to each other to ensure effective leadership and governance.

It is one of the key documents for all colleagues working at all levels in the Trust, from Members and Trustees, the CEO and central staff to academy staff and governors.

1.2 Principles

The HfL MAT (**the Trust**) aspires to successfully blend the challenge of driving strategy centrally whilst encouraging local autonomy and local control through strong and effective governance.

The Members (**the Members**) have established the Trust and must ensure that it fulfils its charitable object to provide education.

The Trust has responsibility for a range of academies (**the Academies**) at different stages of development and financial stability. The HfL MAT Board of Trustees (**the Trust Board**) has accountability for standards of performance and financial security across all Academies in the MAT. However the Trustees believe that when local Academy Governing Boards (**the Academy Governing Boards or AGBs**) are carefully selected, have the requisite skills and access to high quality training they are capable of providing highly effective challenge and support to the leadership teams within the Academies.

In cases where there are emerging weaknesses or significant challenges, then additional support and intervention will be swiftly secured, drawing upon the wealth of experience and skills across the Trust and through access to high quality partners. Where an Academy Governing Board or Academy leadership team continues to be ineffective or an individual is not making the expected contribution then the Trust Board will intervene to ensure the necessary changes take place swiftly.

The principles for the governance of the Trust:

- The Members underpin the governance of the Trust (see section 3 for a detailed description of their role).
- The Board of Trustees, the CEO and the Academy Governing Boards will work collaboratively and in partnership at all times.
- All those with a governance or leadership responsibility share a common vision and purpose.
- Effective governance relies on trust and understanding and there will be openness and transparency in all matters with appropriate consultation, reporting and feedback to ensure the objectives of the Trust are met.
- The Board of Trustees will ensure clarity for all different levels of decision making.
- The Board of Trustees will promote a culture of honesty and accountability.
- Decisions are to be taken at the level nearest to those affected by those decisions avoiding unnecessary bureaucracy and aiming in so far as possible to make changes to established practices only where it can be demonstrated there is a reasonable need.
- Academy Governing Boards and headteachers will have maximum delegation of responsibility and decision making for the strategic direction and day-to-day operation of their Academies unless there is a cause for concern.
- The Board of Trustees takes risk management seriously and will ensure a framework for identifying and managing risk is in place embedding risk management at every level of governance and operation.
- All those with governance or leadership responsibilities should act with integrity, objectivity and honesty and in the best interests of the Trust/Academy, be open about the decisions made and the actions taken and be prepared to explain their decisions and actions to interested parties.
- The Board of Trustees will consult Academy Governing Boards on any changes to the principles underpinning this Scheme of Delegation
- The Board of Trustees will ensure the Academies are sufficiently accountable to their local communities.
- The Board of Trustees will ensure transparency of decision-making through appropriate communication between all levels and structures of governance and provide mechanisms for enabling the Trust Board to understand and respond to the voices of parents/carers, pupils, staff, local communities and employers.
- The Board of Trustees will ensure procedures are in place to prevent

conflicts of interest from affecting decision making at all levels by removing them or managing them as appropriate.

The Board of Trustees retains overall responsibility and ultimate decision making authority for all the work of the Trust regardless of delegation outlined within this document; in line with the direct responsibility to the Members to ensure the Trust's charitable objects are met and to the Secretary of State for Education as the Principal Regulator.

Therefore the Board of Trustees is ultimately entitled to:

- overrule a decision of the Academy Governing Board
- remove delegated powers from the Academy Governing Board
- in the most serious of situations, replace or suspend an Academy Governing Board

1.3 Review

In order to keep this document relevant and up to date, it links to documents on the Trust's website and other sources. This document and the associated documents on the website will be formally reviewed regularly by the Trust Board and at least annually in the first years of the Trust's operation. The Board of Trustees commits to reviewing and developing the governance structures to take into account the dynamic environment of education and best practice.

Any representations regarding proposed changes to the Scheme of Delegation will firstly be considered by the appropriate subcommittee of the Trust Board before any recommendations are made to the full Board of Trustees.

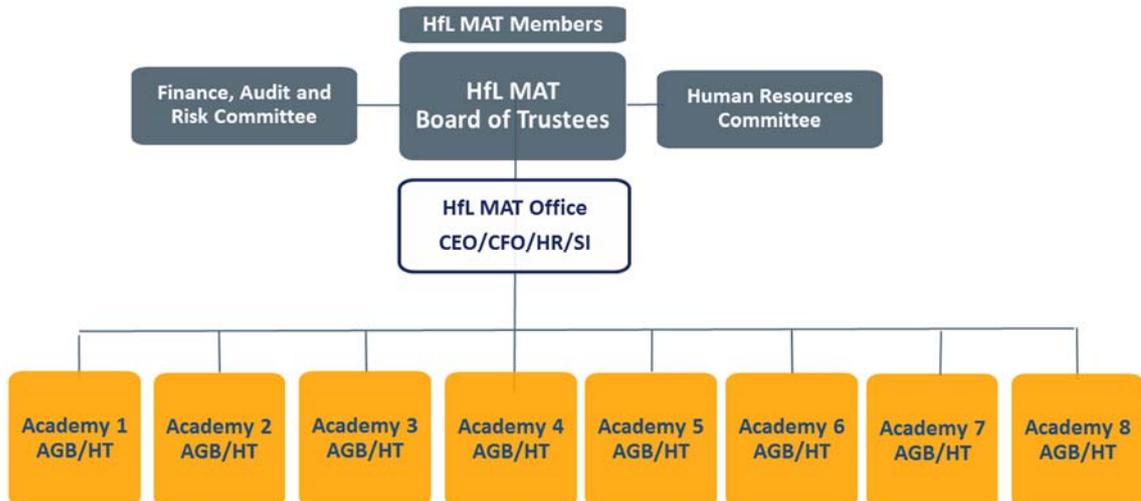
1.4 Legal Framework and Guidance

This document is consistent with current DfE policy and reflects the obligations on the Trustees imposed under both company law and charity law and acknowledges the status of the Trust as a public body. It reflects current guidance including (but not limited to) the following:

- A. [Academies Financial Handbook](#) (DfE)
- B. [Governance Handbook and Competency Framework](#) (DfE)
- C. [Keeping Children Safe in Education](#) (DfE)
- D. [Admissions Code](#) (DfE)

2. STRUCTURES

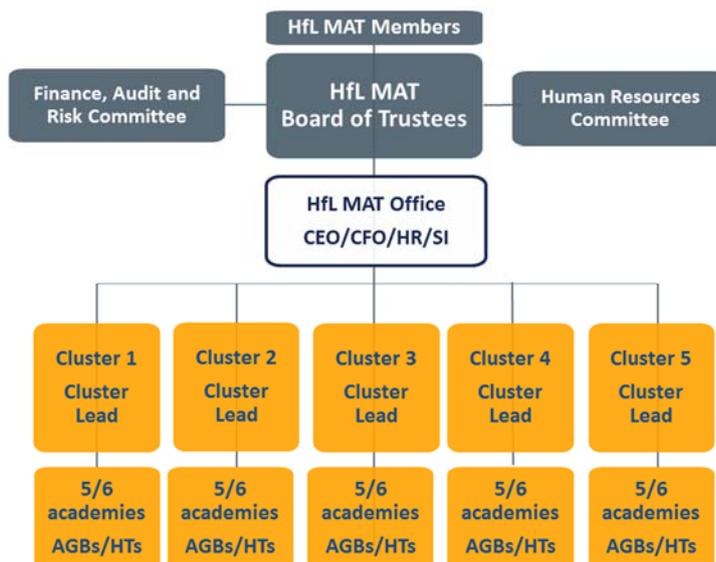
2.1 Structure - autumn 2017



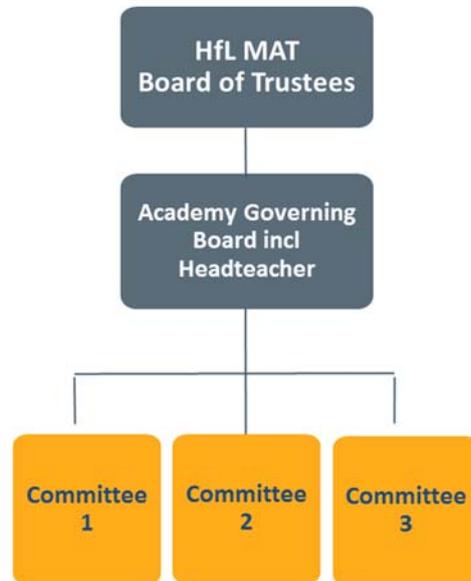
Note: number of schools to be confirmed

2.2 Structure with cluster arrangement

When the number of schools in the Trust reaches a number where it becomes practical to operate a cluster structure, the following structure will be adopted (see section 5):



2.2 Academy Governing Board Structures



Note: number of committees may vary in each academy

For details of the academies within the Trust and links to their websites and individual governance arrangements please refer to the [Academies](#) section of our website.

3. MEMBERS

3.1 Introduction

The Members are the guardians of the Trust's constitution, determining the principles of the Trust's governance structure and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled.

The Members are distinct from the Trustees and are appointed in accordance with the Trust's Articles of Association.

Members have an overview of the governance arrangements of the Trust and have the power to appoint Trustees and remove these Trustees.

Herts for Learning Limited is a founder Member of the Trust and has the power to appoint and remove both other Members and Trustees.

3.2 Number of Members

The Trust must have at least three Members, but preferably at least five Members in total, as this:

- ensures enough Members can take decisions via special resolution (which requires 75% of Members to agree) without requiring unanimity; and
- facilitates majority decisions being taken by ordinary resolution (which requires a majority of Members to agree).

3.3 Role of Members

The role of the Members is to:

1. Ensure that the objects of the Trust, as set out in the Articles of Association, are met
2. Ensure that the income and property of the Trust are used only to promote these objects
3. Promote the values and vision of the Trust
4. Oversee the principles of the governance arrangements
5. Take part in annual and extraordinary general meetings

6. Receive the annual accounts and the Trustees annual report
7. Sign off/amend the Articles of Association
8. Appoint some of the Trustees under Article 50 of the Trust's Articles of Association
9. Remove some of the Trustees under Article 50 of the Trust's Articles of Association
10. Establish clear and effective lines of communication with the Trustees in order to effectively undertake Members' responsibilities

3.4 Appointment of Members

Herts for Learning Ltd, as the founding sponsor, will have majority control of the Trust by having the right to appoint the majority of its Members and Trustees.

Employees of the Trust cannot be appointed as Members. Members comprise the original signatories of the Memorandum. Members can, by special resolution, appoint and remove additional Members (under Article 15A). Members may also agree unanimously to remove any Member who is a signatory, except Members appointed by Herts for Learning Ltd (that Member's agreement is not required). See [Articles 12 to 16](#) for further detail.

There is no specific term of office for Members; once a person has been appointed as a Member, he or she remains one indefinitely, until a specific event occurs. Article 18 allows for any Member to resign by handing a signed notice to the Trust or his or her membership may be terminated under Article 15. A Member ceases to hold his or her post once the Trust receives the notice. However, the Articles state that the resignation cannot take effect if it results in the number of Members being less than three, unless the resignation is accompanied by the appointment of a replacement Member.

3.5 Information from the Board of Trustees

Members will receive all minutes of meetings of the Board of Trustees, which Members may be invited to attend and at which they have speaking rights but no voting rights (unless they are also a Trustee); Members may also be invited to committee and working party meetings. Members should be in an informed position so that they can provide objective challenge, without necessarily taking an active role in Board decisions and operations.

3.6 Member Details

Four individual Members have been appointed with Herts for Learning Ltd (in its corporate capacity) as the fifth Member.

For details of the current Members please see the [Our Members and Trustees](#) page of the HfL MAT website.

4. BOARD OF TRUSTEES

4.1 Introduction

The Trustees oversee the management and administration of the Trust and the Academies run by the Trust.

The [Articles](#) have made provision for up to twelve Trustees to be appointed, a majority of whom will be appointed by Herts for Learning Ltd. Appointments are made following a skills audit to ensure that the MAT Board of Trustees continues to have the breadth and depth of experience and expertise to expertly fulfil all the functions of governance.

The Board of Trustees is subject to the duties and responsibilities of charitable trustees and company directors as well as any other conditions that the Secretary of State agrees with them.

The corporate management and “trustee” responsibility for the Trust is vested in the “Trustees”, who will also be the company directors registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the Academies and are accountable to the Members of the Trust, the Secretary of State for Education and the wider community for the quality of the education received by all pupils of the Academies and the expenditure of public money. The Trustees are required as trustees and pursuant to the Funding Agreements to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust.

The Board of Trustees has three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the Trust and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the Trust and making sure its money is well spent.

DfE, Governors Handbook, January 2017

4.2 Role of Trustees

The role of the Trust Board and the Trustees collectively is to provide:

Strategic oversight and overall performance

- provide strategic leadership and governance and determine the strategic vision and overarching strategic plan of the Trust

- ensure the agreed underlying principles of the Trust are consistently adhered to
- undertake recruitment and performance management of headteachers and other senior leaders
- support and promote the development and building of leadership and governance capacity across the Trust
- provide challenge and support to senior leaders including the CEO, Cluster Leads and the headteachers of the Academies
- develop and agree strategic and operational policies and monitor their impact
- ensure policy and procedures are followed with regard to any complaints or appeals and act as final decision maker where appropriate
- develop effective links within the Trust's community, communicating regularly and openly; and ensuring clear flows of communication across the Trust and with external partners
- ensure that all Academies meet their responsibilities to serve their community's needs in relation to the safeguarding and education of all pupils
- promote close links with individual Academies through their AGB or otherwise and actively take into account and respond to the issue and risks they identify and escalate
- take responsibility for ensuring there is always a link between governance and the parent community.
- ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams
- ensure an understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation
- ensure the development of staff training programmes and a range of opportunities for professional and career development for all staff employed by the Trust
- promote collaboration between the Academies to actively seek opportunities for the Academies to work together to benefit from:
 - sharing and implementing best practice and evidence based research findings
 - shared services and resources where appropriate
 - a broader range of opportunities for children creating the

conditions for innovative thinking and incubation of new ideas

Accountability for educational standards and outcomes

- determine curriculum priorities
- set expectations through performance benchmarks and key performance indicators for educational standards; regularly monitoring progress and providing challenge, support or determining levels of intervention
- ensure regular analysis and reporting of a wide range of progress data takes place across the Trust and that any mitigating actions are implemented with pace
- monitor and oversee the implementation of Academy development or action plans focussing on school improvement

Accountability for financial standards, financial viability and risk management

- set the overall Trust budget and approve Academy budgets, ensuring financial viability of individual Academies and the overall Trust
- ensure the Trust and the Academies comply with their legal obligations, all EFSA policy and procedures, and requirements for financial reporting of academies
- ensure all financial accounting processes and procedures are robust and adhered to, that the accounts are properly audited and that the scheme of delegation is in place, adhered to and kept under review
- determine the Trust's reserves/contingency policy
- ensure appropriate insurance or risk cover is put in place
- monitor and oversee the implementation of any Academy financial action plans
- approve site and asset management strategies
- oversee any significant capital expenditure and building projects
- approve all funding applications
- develop and implement a risk management strategy, commissioning internal audit work as appropriate

4.3 Core Competencies

The following are the core competencies and skills expected of the Trustees:

- to work as a team
- to attend meetings and be prepared to contribute to discussions and commit to agreed actions
- to be respectful of the views of others and to be open to new ideas and thoughts
- to treat all confidential information confidentially
- to act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy
- to develop a deep understanding of the vision and ethos of the Trust and its academies and the roles played by all individuals in fulfilment of the Trust's mission;
- understand the policies and procedures of the Trust and how these operate consistently across the Trust
- to support the Trust in any public forum and act as an ambassador of the Trust and the academies
- to commit to training and skills development
- to be focussed on problem solving and be ready to learn from past experiences.

4.4 Review of the Effectiveness of the Board of Trustees

The Board of Trustees will ensure the following are in place:

- processes for regular self-evaluation and review of individuals' contribution to the Trust Board as well of the Trust Board's overall operation and effectiveness, commissioning external reviews where appropriate
- active succession planning to ensure the Trust Board, and the whole organisation, continues to have the people and leadership it needs to remain effective. It will carry out regular skills audits, aligned to the organisation's strategic plan, to identify skill and knowledge gaps, define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the Trust Board.

4.5 Trustees and Chairs of Academy Governing Boards

The Trust Board expects to meet with Chairs of Academy Governing Boards on a regular basis as part of joint professional development and through MAT events.

4.6 Board Subcommittees

Article 101 provides for the appointment by the Trustees of committees to whom the Trustees may delegate certain of the functions of the Trust Board.

The Trust Board currently operates with two central subcommittees:

- a. Finance, Audit and Risk
- b. HR

It is expected that further Committees may follow for example:

- c. Academy performance
- d. Asset management
- e. A separate Audit and Risk Committee once the Trust approaches an income of £50 million

All Academy Governing Boards are also effectively subcommittees of the Board of Trustees.

The terms of reference for the Finance, Audit and Risk Committee can be found here [insert when uploaded]. The terms of reference for the HR committee can be found on the Trust's website here [insert when uploaded].

4.7 Trustee Details

For details of the current Trustees please see the [Our Members and Trustees](#) page of the HfL MAT website.

5. CLUSTER ARRANGEMENTS

In the early stages of the MAT development, the CEO will have a direct relationship with each of the Academies in the Trust and will draw upon school improvement, HR and financial expertise from the Trust's central office. As the Trust grows and the number of Academies increases, a cluster model will be implemented with a cluster lead (**Cluster Lead**), overseeing the support and management of the Academies in each cluster, reporting to the CEO.

Cluster Lead

The Cluster Lead will oversee performance monitoring and quality assurance of self-assessment and development planning across the Academies and will assemble and monitor a wide range of data and performance indicators across the cluster which will be used by the CEO and the Trust Board to direct timely targeted interventions and additional resources where needed. The Cluster Lead will have responsibility for coordinating, recommending and maximising resources, introducing innovation and sharing best practice within the cluster and beyond. The Cluster Lead will be a conduit for two way information between the cluster and the overall MAT

Cluster Resources Committee

In the more mature stage of the MAT it is likely that the clusters will develop to suit local needs; this may include Cluster Resources Committees.

6. ACADEMY GOVERNING BOARDS

6.1 Introduction

Academy Governing Boards are local governing bodies with new functions and different delegated responsibilities and accountabilities. Their role is to steer, challenge and support the leadership, contribute to the success of their Academy and to recommend and contribute to the work of the Trust thereby benefitting all Academies across the Trust.

Those serving on an Academy Governing Board, referred to as “Governors” (**the Governors**), will be appointed by the Trust Board.

As schools join the Trust it is expected that they will bring some existing effective local governance arrangements with them but will be required to make some changes to the terms of reference of the local governing body to convert to an Academy Governing Board which reflects the governance arrangements put in place by the Trust Board. A review of skills and capacity will be undertaken upon joining the Trust and appropriate training provided.

The Chair of Board of Trustees and the CEO hold the chairs of Academy Governing Boards and the headteachers to account with a collective responsibility for standards across the Trust.

A detailed handbook to support Governors can be found on the [Academy Governance](#) page of the Trust’s website.

6.2 Role of Governors

The role of the Academy Governing Board and the Governors collectively is to provide:

Challenge and Support to Leadership

- provide local leadership and governance and determine the strategic vision for the Academy
- support the Trust Board in providing scrutiny of the Academy’s senior leadership team for all aspects of the Academy’s performance
- monitor expenditure against the Academy’s annual budget in line with the appropriate risk and financial management policies and practices adopted by the Trust Board including those set out in this Scheme of Delegation
- support the CEO and the headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy, supporting and feeding back any experiences which may contribute to

robust and accountable monitoring of the performance of Academy staff by the headteacher in line with any policies relating to staff adopted by the Trust Board

- support the Trust Board in its monitoring and evaluation of the delivery of any central or shared services and functions provided or procured by the Trust for the Academies, reporting any issues or concerns to the CEO and, if necessary, the Chair of the Trust Board
- contribute to the development and review of any Academy policies which the Trust Board has indicated should be formulated at Academy level

Securing Pupil Performance and Outcomes

- monitor how the Academy achieves the aims and ambitions it has for its pupils
- monitor the implementation of the Academy's strategy for improvement as set out in its development plan, focussing on the Academy's performance and any curriculum and budgeting priorities identified by the CEO
- to support the headteacher and senior leadership team in monitoring pupil progress and analysing any performance data in the light of the Academy's strategy for improvement and performance targets

Local Accountability

- monitor how the Academy fulfils the vision and ethos of the Trust in so far as it relates to the Academy considering in particular how that impacts on admissions
- promote the benefits of collaboration with the other Academies and to actively seek opportunities to work together either with the aim of improving economic efficiencies within the Academies or identifying and implementing best practice
- consider any decision by the headteacher to exclude any pupil
- develop effective links within the Academy's community, communicating openly and frequently as appropriate contributing to meeting its responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils
- engage fully and openly with any inspection of the Academy, whether by the Trust Board, Ofsted or any other appropriate public body to whom the Academy is accountable, supporting the CEO and the

Trustees in providing the necessary background and local context in respect of the Academy and its performance in line with objectives and against targets

6.3 Core Competencies

The following are the core competencies and skills expected of the Governors:

- to work as a team
- to attend meetings and be prepared to contribute to discussions and commit to agreed actions
- to be respectful of the views of others and to be open to new ideas and thoughts
- to treat all confidential information confidentially
- to act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy
- to develop a deep understanding of the vision and ethos of the Trust and its academies and the roles played by all individuals in fulfilment of the Trust's mission;
- to understand the policies and procedures of the Trust and how these operate consistently across the Trust
- to support the Trust in any public forum and act as an ambassador of the Trust and the academies
- to commit to training and skills development
- to be focused on problem solving and be ready to learn from past experiences

6.4 Review of the Effectiveness of the Academy Governing Board

The Academy Governing Board will ensure the following are in place:

- processes for regular self-evaluation and review of individuals' contribution to the AGB as well of the AGB's overall operation and effectiveness, having regard to any guidance or direction issued by the Trust Board
- an active succession plan formulated in partnership with the Trust Board to ensure the AGB continues to have the people and leadership it needs to remain effective

- a regular skills audit, aligned to the Trust and the Academy's strategic plan, to identify skill and knowledge gaps, define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the Academy Governing Board

6.5 Appointment of Governors and Terms of Reference

All appointments to the Academy Governing Board will be made by the Trust Board in accordance with any policy adopted by the Trust Board from time to time.

The Terms of Reference for meetings of the Academy Governing Board can be found on the Trust's website and are set out for ease in the Governors' Handbook [to be added].

6.6 Academy Governing Board Subcommittees

The Academy Governing Boards are not expected to establish any formal sub-committees but may establish regular working groups to deliver a specific project or support the work of the AGB.

6.7 Governor Details

For details of the current Governors for each Academy please see the links to the individual academy websites on the [Academies page](#) of the HfL MAT website.

7. PROCUREMENT AND STRATEGIC SUPPORT

The Trust's procurement framework will ensure economy, efficiency and value for money, which will be compliant with the public procurement framework.

The four levels of procurement are:

1. Centrally provided services

A small but significant range of services are provided centrally and are common to all Academies within the Trust, ensuring consistency and quality across the MAT. These services are paid for by a percentage contribution from all Academies.

2. Centrally procured services

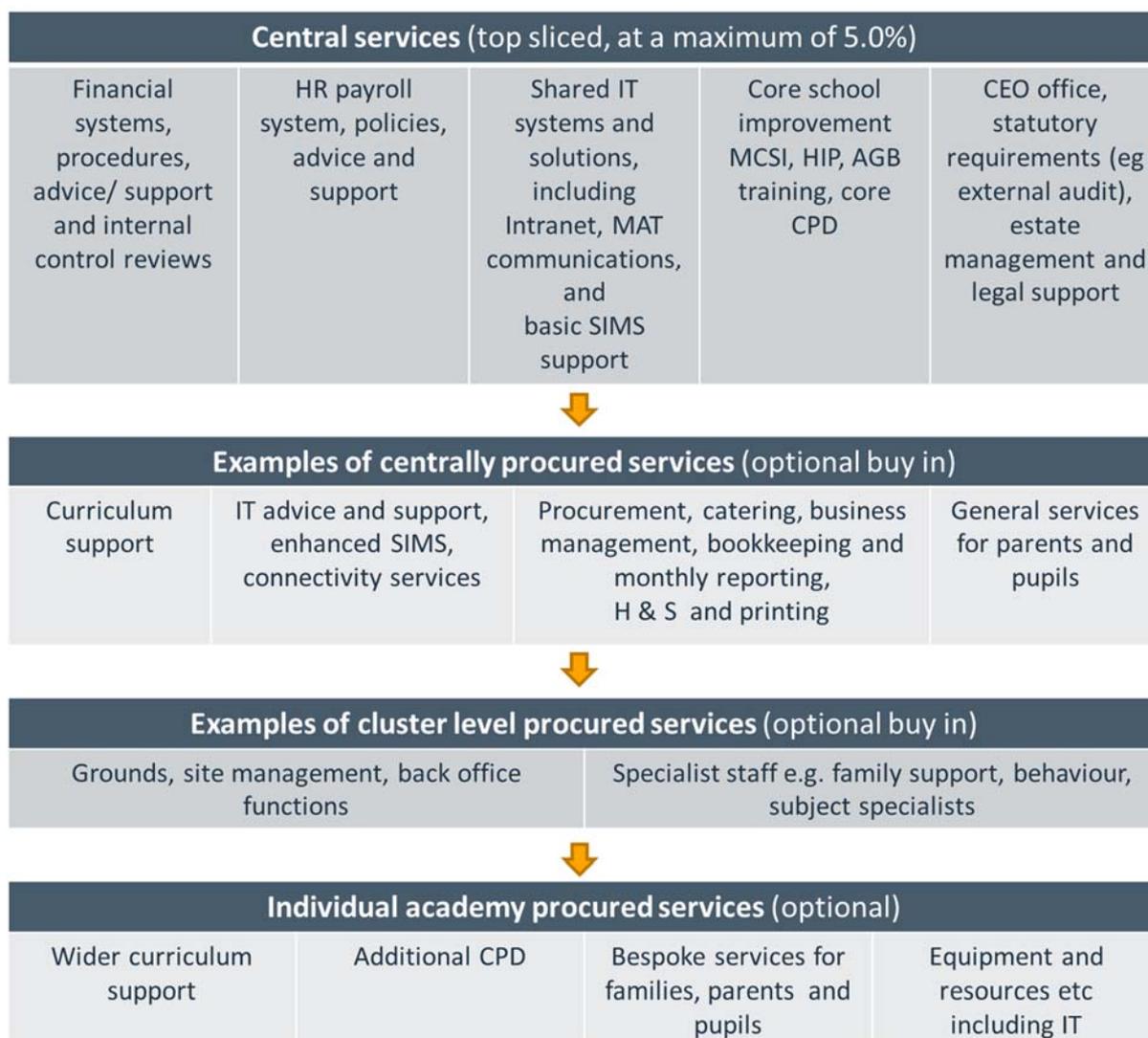
Other services may be procured centrally but offered on an optional basis. The MAT's buying power may create efficiencies that individual Academies would like to take advantage of, or may opt to continue to use their own preferred supplier.

3. Cluster level procured services (when clusters are operational)

Some services may be used more heavily in one geographical cluster but less so in another. Where Academies within a cluster wish to procure a product or service to achieve consistency, efficiency or economies of scale at cluster level, the central MAT procurement team and Cluster Lead will assist with the process of procurement and any cluster level SLAs.

4. Individual Academy procurement

All other decisions regarding purchase of services and products are made at individual Academy level by either the Academy Governing Body or Academy headteacher based on the financial controls and procurement policies and practices set out in this Scheme of Delegation and in operation within the MAT.



8. FINANCIAL DELEGATED AUTHORITY

Delegation Duty	Value	Delegation Authority	Procurement Requirement
In budget ordering goods and services, raising requisitions and asset purchases	Up to £500	Headteacher, deputy heads and assistant heads	Ensure probity
	Up to £5,000	Headteacher, deputy heads and assistant heads	Ensure probity and best effort to secure value for money
	Up to £10,000	Headteacher	Ensure probity, best effort to secure value for money and 3 written quotes
	Up to £20,000	Academy Governing Body	Ensure probity, best effort to secure value for money and 3 written quotes
	Up to £30,000	CEO	Ensure probity, best effort to secure value for money and 3 written quotes
	Up to £50,000	Finance & audit committee	Ensure probity, best effort to secure value for money and 3 written quotes
	Over £50,000	MAT board	Ensure probity, best effort to secure value for money and 3 written quotes Minimum of three quotes
Unbudgeted, but with offset, ordering goods and services, raising requisitions and asset purchases	Up to £100	Headteacher, deputy heads and assistant heads	Ensure probity
	Up to £2,500	Headteacher, deputy heads and assistant heads	Ensure probity and best effort to secure value for money
	Up to £5,000	Headteacher	Ensure probity and best effort to secure value for money and 3 written quotes
	Up to £10,000	Academy Governing Body	Ensure probity and best effort to secure value for money

Delegation Duty	Value	Delegation Authority	Procurement Requirement
	Up to £15,000	CEO	Ensure probity, best effort to secure value for money and 3 written quotes
	Up to £25,000	Finance & audit committee	Ensure probity, best effort to secure value for money and 3 written quotes
	Over £25,000	MAT board	Ensure probity, best effort to secure value for money and 3 written quotes
Unbudgeted, ordering goods and services, raising requisitions and asset purchases	Up to £5,000	CEO	Ensure probity and best effort to secure value for money
	Up to £10,000	Finance & audit committee	Ensure probity, best effort to secure value for money and 3 written quotes
	Over £10,000	MAT board	Ensure probity, best effort to secure value for money and 3 written quotes
Award of contracts	Up to £5,000	Headteacher	Minimum of three quotes
	Up to £10,000	Academy Governing Body	Minimum of three quotes
	Up to £20,000	CEO	Minimum of three quotes
	Up to £30,000	Finance & audit committee	Minimum of three quotes
	Over £30,000	MAT board	Minimum of three quotes
Signatories of cheques, BACS payments and bank transfers	Any	Two signatories	On production of an invoice or receipt and relevant approval authority to purchase
Disposal of Assets	Up to £2,000	Headteacher	On the production of a report from finance
	Up to £5,000	Academy Governing Body	On the production of a report from finance
	Up to £10,000	CEO	On the production of a report from finance (academy and central)
	Up to £20,000	Finance & audit committee	On the production of a report from finance (academy and central)

Delegation Duty	Value	Delegation Authority	Procurement Requirement
	Over £30,000	MAT board	On the production of a report from finance (academy and central)
Borrowing	All	MAT board	On the production of a report from CEO & finance (academy and central)
Non Property Leases	Up to £10,000	CEO	On the production of a report from CEO & finance (academy and central)
	Up to £20,000	Finance & audit committee	On the production of a report from CEO & finance (academy and central)
	Over £20,000	MAT board	On the production of a report from CEO & finance (academy and central)
Purchase of Property	All	MAT board	On the production of a report from CEO, central finance & solicitors
Leasehold or Tenancy Agreement	All	MAT board	On the production of a report from CEO, central finance & solicitors
Staff severance payment	Up to £10,000	CEO	On the production of a report and the relevant paperwork from academy finance, headteacher and, if relevant, the academy's solicitors
	Up to £20,000	Finance & audit committee	On the production of a report and the relevant paperwork from academy finance, headteacher and, if relevant, the academy's solicitors
	Over £20,000	MAT board	On the production of a report and the relevant paperwork from academy finance, headteacher and, if, relevant the academy's solicitors

APPENDIX A. LINKS TO KEY DOCUMENTS

The following documents can be found on the Herts for Learning Multi Academy Trust [website](#):

- a. Articles of Association – see [Governance page](#)
- b. Governors Handbook – see [Academy Governance page](#)
- c. Governance Decision Matrix

A decision matrix including worksheets covering decision making with regard to:

1. Strategy and Leadership
2. Finance
3. HR
4. Educational Effectiveness
5. Operations and Asset Management

See [Scheme of Delegation page](#)