

Cornwall
Education
Learning Trust

Scheme of Delegation

2025/26

Last review date	December 2025
Date approved by the Trust Board	December 2025
Date for next review	December 2026

The Cornwall Education Learning Trust (CELT) is a group of sixteen distinct and unique schools located mainly in mid-Cornwall. We are fortunate to include a mix of primary and secondary schools including two with sixth forms and one with an ARB unit. This diversity makes for a dynamic and varied perspective.

We provide a values-based education to the communities we serve, welcoming employees, pupils, parents/carers, and volunteers from diverse backgrounds. The Trust achieves its vision and mission through collaborative efforts, empowering everyone to shape the future and contribute to the Trust's success.

The term 'Trust Community' includes all employees, trustees, CELT community champions, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our values as follows:



The mission of the Trust is to provide every learner with an Exceptional Education Experience. "Through our values Collaborate, Empower, Lead and Transform our vision is: *'Learning together to help every child achieve more'*

As an exempt charity and company limited by guarantee in accordance with the [Academies Act 2010](#), Cornwall Education Learning Trust is governed by a Board of Trustees responsible for the overall management of the Trust and the schools within.

Trustees must comply with the trust's charitable objects, with company and charity law, and with their contractual obligations under the funding agreement. Trustees' duties are described in sections 170 to 181 of the [Companies Act 2006](#).

This Scheme of Delegation outlines the key decisions required in connection with the overall governance and management of the Trust and its schools. The Scheme of

Delegation sets out the delegation by the Trustees under the Trust's [Articles of Association](#). It is designed to set out clearly the respective roles and responsibilities across all layers of governance. This document should be read in conjunction with the Trust's Articles of Association and the Terms of Reference for each committee, including CELT Community Champions. This Scheme of Delegation will be reviewed on an annual basis by Trustees, or more often if required. If any material changes are proposed to this document, Trustees will have regard to any representations made by the CELT Community Champions and their members. This Scheme of Delegation may only be altered or revoked by the Board of Trustees.

The Trust's governance structure is shown on page 5, and the key responsibilities of the governance layers are as follows:

Members

Members play a limited but crucial role in safeguarding academy trust governance and upholding the charitable purpose of the organisation. Members must also ensure that the religious character of our Church academy is preserved.

The Trust Board (Trustees)

The Trust Board has collective accountability and responsibility for the running of the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements.

The Trust Board delivers the following core functions:

- **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.

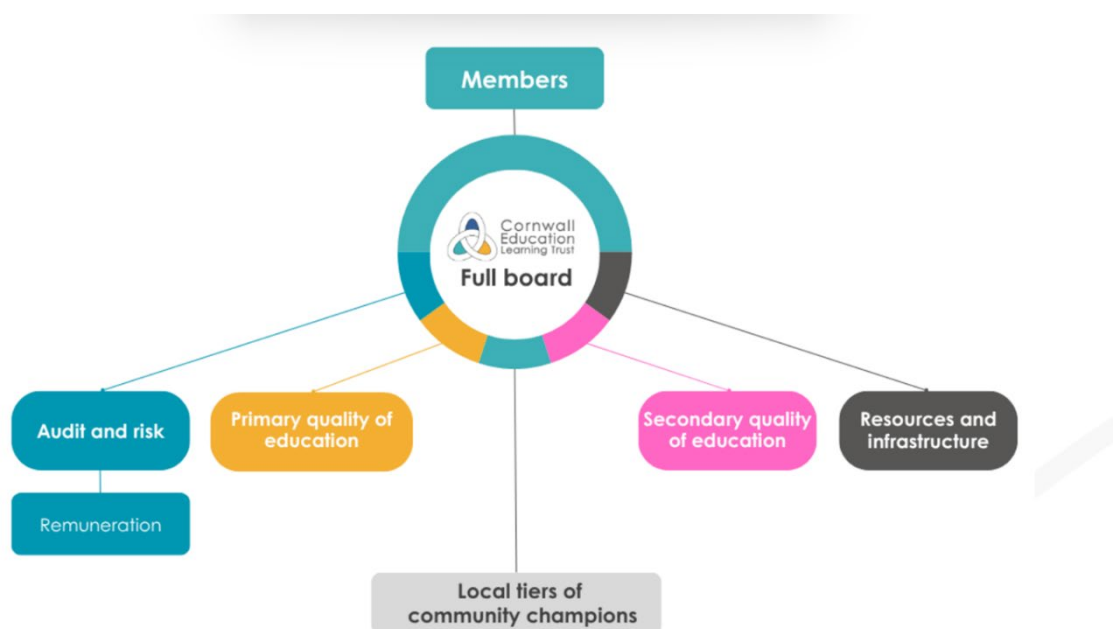
The Trust Board has five committees: Quality of Education (Primary & Secondary), Ethos, Resources & Infrastructure, Audit & Risk and Remuneration, which undertake functions and monitoring in line with their agreed Terms of Reference.

CELT Community Champions

Each of the schools in the Trust has CELT Community Champions represented through a:

- Community and Civic Champion
- Parent and Carer Champion
- Pupil Champion and Pupil Supporters
- Staff Champion
- Inclusion and SEND Champion
- Safeguarding Champion
- Sustainability Champion

Governance Structure



Delegation Matrix

This Scheme of Delegation is aligned with the following areas of responsibility:

- **Trust vision, culture, values and governance**
- **Strategy and planning**
- **Growth**
- **People**
- **Compliance and operations**
- **Education**
- **Finance, audit and risk management**
- **Stakeholder and community engagement**
- **Church of England Schools**

The level of Governance is identified using the following key:

M = Members T = Trustees ELT= Executive Leadership Team CCC= CELT Community Champions HT= Headteacher

- **Responsible**
These are the individuals or groups who carry out the task. They are directly in charge of making sure the work gets done.
- **Accountable**
This is the person or group who is ultimately answerable for the task's success. They ensure the task is completed properly and may delegate the work to others.
- **Support and Challenge**
These are the people who help those doing the task. Their support can be offered proactively or when requested.
- **Consulted**
These are the stakeholders whose input is needed. There is a two-way exchange of information and feedback with them.
- **Informed**
These individuals or groups are kept updated on progress and important developments. They receive information, often through public channels, but are not directly involved in the task.

	Trust vision, culture, values and governance (members only)	M		T	ELT	CCC	HT
1	Appoint / remove members in line with the Articles of Association, ensuring church schools are represented at this level	A	R	I	I	N/A	N/A
2	Amend trust’s articles of association	A		R	I	I	N/A
3	Members’ role description	A	R	I	I	N/A	N/A
4	Appoint/ remove Trustees in line with Articles of Association	A	R	I	I	N/A	N/
	Trust vision, culture, values and governance			T	ELT	CCC	HT
5	Role descriptions for Trustees/ Chairs/ Specific roles/ Committees	A	R	S	I	I	
6	Appoint / remove Trust Lead	A	R	C	C	C	
7	Appoint ELT for delivery of Trust’s detailed accounting processes and oversight of all Trust operations	A	R	C	C	C	
8	Set trust vision, culture and values	A	R	S	C	C	
9	Set Scheme of Delegation	A	R	S	C	C	
10	Appoint Trust Chair and Vice Chair	A	R	S	I	I	
11	Nominate lead Trustees for safeguarding, careers, and Inclusion/SEND, Whistleblowing & Pupil Premium and other leads as deemed necessary	A	R	S	S	S	
12	Set expectations for trustee’s conduct and to follow Trust Code of Conduct	A	R	S	I	I	
13	Fostering equality, diversity and inclusion and building a diverse board	A	R	S	I	I	
14	Ensuring balanced skill set across the board, including finance	A	R	S	I	I	
15	Ensure transparency of information	A	R	R	R	R	
16	Adhere to the Memorandum of Understanding, Articles of Association and Funding Agreement	A	R	R	R	R	
17	Establish a high performing governance structure including appointing board committees and Chairs of board committees	A	R	I	I	I	
18	Appoint and dismiss the governance professional to the Board	A	R	R	I	I	

19	Manage the 360 Insight Days process	A	R	R	S	S
20	Evaluate governance regularly	A	R	R	S	S
21	Represent board governance at Ofsted and SIAM inspections	A	R	S	S	S
22	Establish Local Tier Structures	A	R	S	S	S
23	Appoint and remove Local Tier Appointments	A	R	S	C	S
24	To ensure appropriate administrative support for Local Tier structures	A		R	S	S
25	Set expectations for LTs conduct and follow Trust Code of Conduct	A		R	S	S
26	Hold a place based partnership meeting 3 times per year where Local Tier can attend	A		S	R	R
27	Actively recruit Community Champions	A	R	R	R	R
28	Allocate and fill Community Champion roles	A	R	R	R	R
29	Oversee appointment checks, induct and train Community Champions (through the Governance professional)	A	R	S	I	I
	Strategy and planning	T		E	LT	HT
30	Ensure strategic oversight and accountability and approve overarching trust strategy	A	R	S	S	S
31	Create and implement overarching trust strategy	A		R	I	I
32	Review trust progress against the trust strategy	A	R	R	S	S
33	Approve trust workstream strategies (including education, inclusion, governance, people, operations (including IT and estates), finance, safeguarding, attendance)	A	R	S	S	S
34	Create, implement and review progress of trust workstream strategies (including education, inclusion, governance, people, operations (including IT and estates), finance, safeguarding, attendance)	A		R	S	S
35	Approve and review progress of school development plans in line with trust strategy	A		R	I	S
36	Quality assure the Insight process against agreed targets	A		R	S	I
37	Champion overarching and workstream trust strategies and school development plans	A	R	R	R	R
	Growth	T		ELT	CCC	HT
38	Approve the growth strategy	A	R	I	I	I
39	Create, implement and review progress of the growth strategy, in line with trust strategy	A	R	S	N/A	N/A
40	Approve schools joining the trust	A	R	S	I	I

41	Lead the work of the due-diligence process for new schools potentially joining the trust and recommend for approval of the Board	A	R	I	I
	People	T	ELT	CCC	HT
42	Appoint and performance manage the Trust Lead as accounting Officer and set Trust Lead pay	A R	N/A	N/A	N/A
43	Oversee culture, staff wellbeing, workload and working conditions	A R	R	S	R
44	Set executive pay	A R	S	N/A	N/A
45	Set all staff pay levels except executive pay	A	R	I	I
46	Set approach to staff and volunteer appointment and dismissal, with regard to statutory requirements	A	R	I	S
47	Set approach to appraisal and performance management	A	R	N/A	S
48	Set people and HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment, whistleblowing)	A	R	N/A	S
49	Implement people and HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment, whistleblowing)	A R	R	I	R
50	Appoint the Headteacher	A	R	S	S
51	Dismiss or suspend the Headteacher	A	R	I	I
52	Appoint the Deputy Headteacher	C	S	S	R
53	Dismiss or suspend the Deputy Headteacher	A	R	I	R
54	Appoint, dismiss or suspend all other school staff	N/A	R	I	R
55	Conduct the appraisal of the Headteacher	I	A R	N/A	S
	Compliance and operations	T	ELT	CCC	HT
56	Approve policies as set out in the policy approval list	A R	R	I	I
57	Trust Board has the responsibility to approve a policy management system	A	R	I	R
58	Tailor (where necessary) and implement compliance and student policies	A	R	I	R
59	Set the school uniform policy	A	R	I	R
60	Keep admission and attendance registers	A	R	I	R
61	Ensure compliance with SEND Code of Practice	A R	R	S	R
62	Support Looked After Children and children in Kinship Care	A R	R	S	R
63	Appoint a SENDCo and DSL and DDSs	A	R	I	R

64	Set the school day and school year	A	R	C	R
65	Manage school estates and premises	A	R	I	R
66	Determine the scope of nationally (centrally) provided and procured services to schools and ensure this provides value for money	A	R	I	S
67	Make admissions decisions for individual in year, over PAN and deferred admission applications	A	R	C	C
68	To be available to sit on a stage 3 complaint panel hearing	A	R	R	R
70	Sit as trained panel members for suspension and exclusion reviews	A	R	R	R
71	Ensure the school website is fully compliant	A	R	S	R
72	Manage conflicts of interests and related party transactions	A	R	S	S
73	Compliance with data protection legislation	A	R	R	R
74	Approve emergency situation policy.	A	R	S	R
	Education	T	ELT	CCC	HT
75	Set trust approach to curriculum and assessment, with regard to statutory requirements	A	R	I	S
76	Deliver Early Years Foundation Stage (EYFS) in line with statutory requirements	A	R	I	R
77	Develop appropriate school curriculum policies (RE, RSHE, collective worship) as required and set and deliver school curriculum and assessment in line with trust approach	A	R	I	R
78	Production and analysis of data	A	R	I	R
79	Delivering careers guidance, with regard to statutory requirements	A	R	I	R
	Finance, audit and risk management	T	ELT	CCC	HT
80	Appoint a CFOO	A	R	R	I
81	Set delegated authority limits for financial transactions*	A	R	R	I
82	Approve the trust budget	A	R	I	I
83	Develop the trust budget	A	R	N/A	N/A
84	Develop and propose the individual school budget	A	R	N/A	C
85	Approve school budgets and any variations to school budget and/or likely budget overspends	A	R	N/A	S
86	Deliver monthly management accounts and forecasts	A	R	N/A	I
87	Oversight of cash at bank position	A	R	R	N/A
88	Manage cash at bank position	A	R	N/A	N/A

89	Monitor pupil premium spend inc. Year 7 literacy and numeracy catch-up and PE and sport premium	A	R	S	R
90	Approve trust-wide risk register, risk management plan and board assurance framework	A	R	S	I
91	Design, implement, maintain and review the trust-wide risk register, risk management plan and board assurance framework	A	R	I	I
92	Ensure adequate insurance cover is in place	A	R	I	I
93	Propose external auditors for Members' appointment	A	R	S	N/A
94	Deliver annual report and accounts, with regards to account consolidation exercises by DFE	A	R	N/A	I
95	Develop finance policies (charging and remission, procurement) and CELT Financial Handbook	A	R	R	I
96	Ensure compliance with DFE requirements	A	R	R	I
97	Approve internal audit strategy and audit plan	A	R	R	S
98	Monitor internal auditor reports and ensure implementation of actions	A	R	I	S
99	Complete annual resource management self-assessment checklist	A	R	I	I
	Stakeholder and community engagement	T	ELT	CCC	HT
100	Promote effective communication and networking with the local school communities, including parents, local businesses, education institutions, charities, local authorities etc for the benefit of our students	A	R	R	R
101	Share trust, school and student successes and raise each school's and CELT's profile	A	R	R	R
102	Positively engage with regulators, i.e. DfE/Ofsted	A	R	R	S
	Church of England schools only	T	ELT	CCC	HT
103	Ensure compliance with the Section 48 inspection framework	A	R	R	R
104	Ensuring clarity of Christian ethos, vision and strategic direction	A	R	R	R
105	Ensure RE curriculum is effective (as set out in the Church of England Statement of Entitlement for RE). Understand the distinctive role and purpose of RE and monitor standards	A	R	S	R
106	Monitor and evaluate the impact of collective worship and ensure it enables pupils and adults to flourish spiritually	A	R	S	R
107	Ensure that the academy continues to strongly demonstrate its distinctiveness as a Church school as evaluated by Statutory Inspection of Anglican and	A	R	S	C

	Methodist Schools (SIAMS).					
108	Ensure the effectiveness of RE teaching in the Academy and disseminate good practice across the MAT.	A	R	S	C	C
109	Ensure the effectiveness of collective worship in the academy, and disseminate good practice across the MAT.	A	R	S	C	C
110	Ensure the effectiveness of the curriculum in Spiritual, Moral, Social and Cultural (SMSC) and Personal Development, and disseminate good practice across the MAT.	A	R	C	R	
111	Appoint the Headteacher/head of school of the School ensuring leadership of the Christian ethos of the school	A	R	S	I	
112	To clarify the respective roles of the Diocesan Board of Education within the MAT (Members)	A	R	R	I	I
113	To protect, project and develop the Christian character and distinctiveness of the Church of England School in partnership with the church at Parish, Deanery and Diocesan level	A	R	A	R	R
114	To ensure the continuing involvement of the Diocese of Truro in ensuring that the School is governed in accordance with the principles of the Church of England	A	R	S	S	