



The Futures Trust

Scheme of Delegation

2025

Reviewed by: Tracey Galland, Company Secretary
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Section 1: Introduction from Chair and CEO

The Futures Trust believes that strong governance is critical to the success of the organisation. Strong governance at board level is essential to be the guardian of the Trust mission, ambitions, beliefs, and values. We are fortunate to have a talented and hard working board of committed people that believe strongly in the deep moral purpose and crucial importance of the work The Trust undertakes. Kofi Annan famously said:

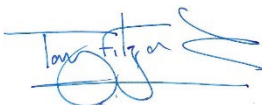
“There is no trust more sacred than the one the world holds with children”

...even more so when those students have not been exposed to the same advantages in life as others. Working with our students and the challenges it brings are the reasons we enjoy doing the work we do; they are also the clear sense of moral purpose we love. We are totally committed to improving the outcomes and destinations of all Futures Trust learners and supporting them to ‘build their brighter future’. We have never met a student, parent, or employee that does not want to be successful, and we believe that they can all be as good as any nationally. We believe that we can work with them to harness their desires and turn these into outstanding achievements.

Governance in the Trust is strong; indeed, it has arguably been one of the biggest drivers of success in the Trust since inception. At the time of writing the Trust has grown steadily and carefully to be 9 schools with over 8000 learners and 1000 staff. At this scale governance becomes even more important to ensure the ongoing success of our students in all of our schools. Our Scheme of Delegation has been the vital bedrock for good governance in a trust. It is bespoke to us and how responsibilities are delegated within The Trust. Whilst core decision making and accountability is clear and does not change, our agile approach enables us to ensure that our schools have both the agency to drive school improvement in their context, with appropriate and bespoke support when required.

Great Trustees and Governors are deeply committed to upholding the Trust’s mission, ambitions, beliefs and values. They are high quality people that understand the gravity of public service and the paramount importance of education. They act morally and with full transparency. They offer strong support and measured challenge to school leaders. In these ways, they ensure the enduring and deep development of our schools to raise the horizons and ambitions of our learners to build their brighter future.

The purpose of this document is to provide clarity in how we operate across the layers of governance. It should be read closely in conjunction with ‘Governance in The Futures Trust’ and the Trust’s Articles of Association.



Tony Fitzpatrick
Chair of Board of Trustees



Chris Jupp
CEO

Section 2: The Futures Trust Strategy 2023-2028



Strategy 2023-28

VISION

Building brighter futures

MISSION

To make a difference

To raise horizons and ambitions of those who learn, work and live within our diverse communities, so that they shape their own futures and seize opportunities.



EXCEPTIONAL OUTCOMES

Learners at all key stages outperform their peers nationally. Disadvantaged learners are above average for all learners nationally.

TRANSFORMED LIFE CHANCES

Learners are confident with strong communication skills. At KS4 and KS5 they progress to aspirational destinations and sustain them.

CONSTANT IMPROVEMENT

All schools are consistently strong and sustainable, with a clear culture of always striving for much, much more.

QUALITY PEOPLE

Fully staffed with specialists everywhere. Employer of first choice.

HEALTHY FINANCES

Balanced budget and stable reserve to unleash school improvement(s) and student opportunity.



Learners first
It's about learning
No barriers

Every young person held to be of equal value

The development of the whole child is integral to their learning

Learners achieve through high quality curriculum, support and experiences

Better together in a professional learning community

Individual school identity matters



ASPIRATION

We are ambitious for all to develop and grow, achieve success and make the most of all of their opportunities.

BELONGING

We believe in a supportive, diverse and inclusive community, in which all flourish and build their own future.

COLLABORATION

We are committed to a common desire to learn and support each other, share experiences and be mutually supportive to deliver real and sustained impact.

DETERMINATION

We believe that what we do and how we do it is impactful and makes a difference.

EQUITY

We are committed to advancement, opportunity and fairness for all.



ACHIEVEMENT

All learners are prepared for the next stage of their education, employment or training through their experience of:

- Curriculum Frameworks; breadth, depth and sequencing to promote retention of core knowledge and skills required to be successful.
- Expert teaching informed by high quality assessment.
- Actively exploring learning through oracy. Enabling students to reason, discuss and explain their learning, developing deeper thinking and articulation.
- Rigorous, robust, supportive and rich approaches to developing reading skills, ensuring a reading culture is pervasive across the school community.
- High levels of literacy, numeracy and digital learning to underpin learning across the curriculum.

COMMUNITY

Establish a connected powerful education community of partnerships with local government, NHS, The Police, Universities, Businesses, Cultural Groups, Charities & Alumni to:

- Deepen school improvement, provide exceptional educational and real-world experiences and strengthen support for our learners and their families.
- Support schools and other trusts to fulfil their civic duty to advance education and learning for all.
- Enable the Futures Teaching Alliance to deliver impact and influence and develop expertise.
- Strengthen our professional learning environment to promote collaboration, partnership and research.
- Continuous development of school leaders with technical skills and cultural habits.
- Develop digital systems to offer seamless collaboration and improve effectiveness and efficiency to support staff workload.

EXPERIENCE

All learners have opportunity to engage in activities, experiences and responsibilities that enable them to develop, build and flourish.

- The Futures Trust is a driving force for social mobility and learners' experiences enable them to build their own brighter future, from 'cradle to career'.
- A high-quality, age-appropriate Personal Development Curriculum, that enables all learners to feel safe, secure, supported and confident that their voice is heard. This addresses learners' personal safety and their mental health, while preparing them for life and work in a changing world.
- A wide-ranging Trust-wide programme from 'cradle to career', tailored to individual learners' aspirations and focused upon developing the skills and qualities to equip them to be the best they can be, through exposure to the best there is.



1 PEOPLE & ORGANISATION

- A: People First**
Experience and culture; people management; effective systems.
- B: Employee Offer**
Wellbeing; benefits and opportunities.
- C: Learn & Develop**
Talent management; career pathways.
- D: Recruit & Retain**
Marketing; pipeline and pathways; agility; flexible working.
- E: Belonging**
Inclusion diversity and equity.

2 TRUST SUSTAINABILITY

- A: Financial Health**
Investment; savings; budgets; contracts; reputation.
- B: Robust Risk Management**
Business Continuity Plan; risk management.
- C: Environmental Responsibility**
Estates and IT sustainability strategy.
- D: Innovation & Collaboration**
Systems; processes; cross-function collaborator; resilience.

3 CIVIC PARTNERSHIPS

- A: Partnerships**
Cross sectors; local; sustainable.
- B: Impact**
Student benefits and opportunity; experiences; family support.
- C: Root Causes**
Deep work; long-term focus; 'cradle to career'.
- D: Anchor Institutions**
Schools as hubs; collaborative; place-based working.

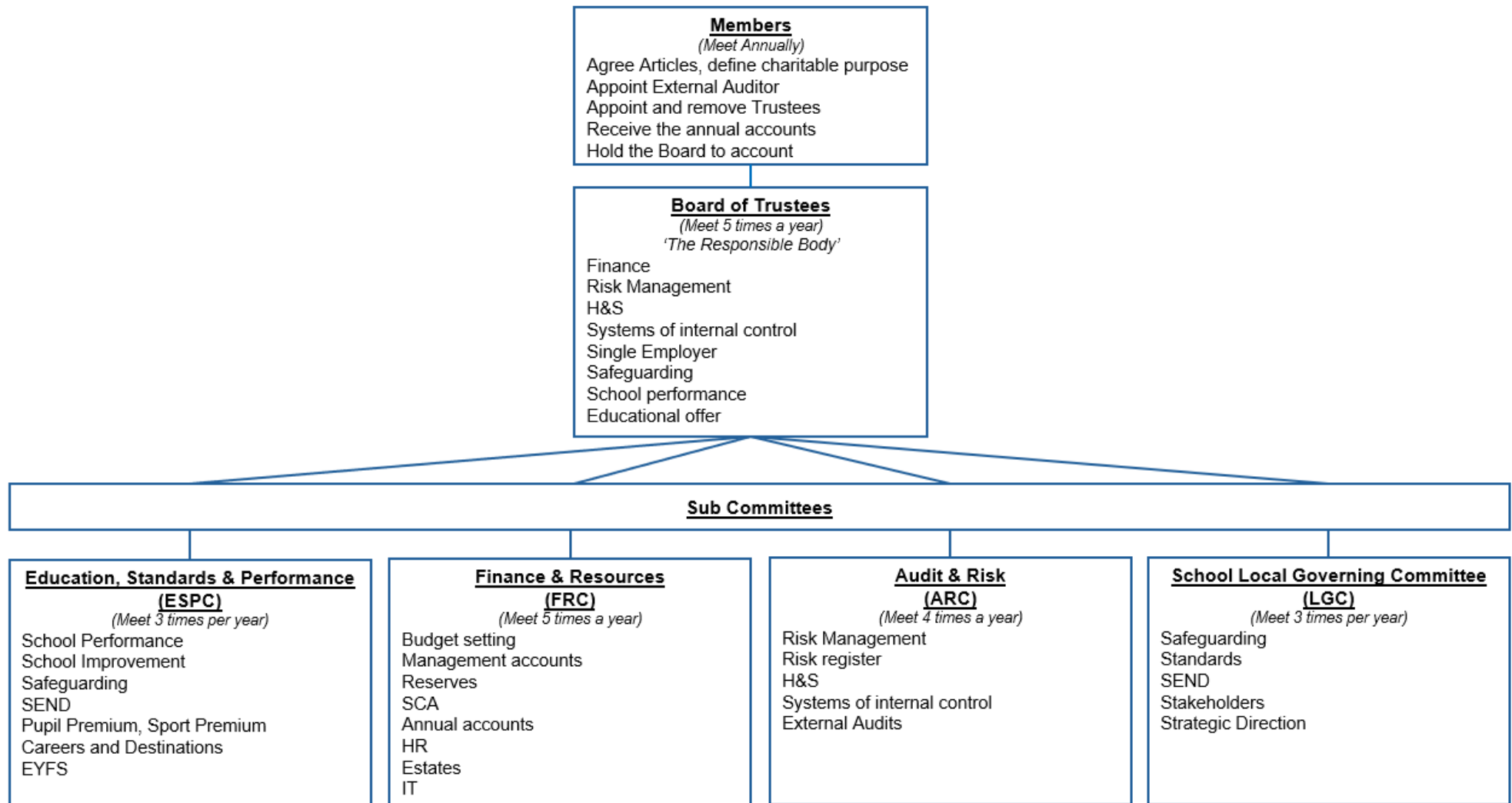
4 ESTATES & ENVIRONMENTAL RESPONSIBILITY

- A: Buildings**
Buildings, infrastructure and service investment planning.
- B: Grounds**
Outdoor facilities; green spaces; biodiversity.
- C: Energy Use**
Energy monitoring and efficiency.
- D: Waste**
Waste reduction; recycling; curriculum integration.
- E: Training**
Improving stakeholder knowledge, expertise and skills.

5 DIGITAL CONNECTIVITY

- A: Privacy & Cyber Security:**
Resilient infrastructure; compliance; security and privacy.
- B: Learning:**
Tools and modelling; seamless collaboration and engagement.
- C: Infrastructure**
System integration and automation; cloud-based device connectivity.
- D: Management Information:**
Business intelligence; data analysis; from 'pull' to 'push' and real-time.

Section 3: Governance Structures



As a charity and company limited by guarantee, The Futures Trust is governed by a Board of Trustees which is responsible for, and oversees, the management and administration of the Trust and the academies within the Trust.

The Futures Trust is the legal entity accountable for all the academies within the Trust. The Futures Trust has entered into one set of Articles of Association with the Secretary of State which governs all academies in the Trust.

Our Scheme of Delegation has been put in place by the Trustees in accordance with the provisions in our *Articles of Association*. Further detail on the operation of Governance can be found in; *Governance in The Futures Trust*, which contains full details of roles for Members, Trustees, and Governors, and also includes detailed Terms of Reference for each committee referenced in the structures above. This scheme should therefore be read in conjunction with both of these documents.

The Futures Trust Scheme of Delegation is the vital bedrock for good governance in The Futures Trust. It enables our agile approach so that we can ensure that our schools have both the agency to drive school improvement in their context, with appropriate and bespoke support when required.

Core decision making and accountability do not change, but the precise authority delegated to each LGC and the Headteacher will depend on the circumstances of each School. The principle determining delegated powers will be that of agency for school leaders with appropriate support. The performance, capacity, and financial security of each academy will be reviewed annually by the Board of Trustees to ensure that appropriate support is in place. The Board retains the right to review and adjust delegation levels at any time, in response to changing circumstances, to ensure appropriate support and oversight are in place. The criteria for this are laid out in Section 5 with an overview included below.

Full Level of Delegation: School judged by Ofsted to be good or better in all areas will have a high and equal level of agency. The school may exercise all powers, other than matters reserved for the Board and its Committees that either are strategic in nature or cannot legally be delegated.

Supported Level of Delegation: A school judged by Ofsted to be less than good in any areas, with declining educational outcomes, or in financial difficulty, will have its performance, capacity, and financial security reviewed on an annual basis and this will determine the level of agency. The principle will be to ensure that appropriate support and challenge is provided from The Futures Trust focused upon improving educational provision to ensure that student outcomes improve and the school is judged good or better in all areas as soon as is possible.

Sponsored Level of Delegation: A Sponsored academy will typically be a school judged as being in 'Special Measures' or 'Serious Weaknesses' by Ofsted, with any individual inadequate areas, or likely to be judged so. It may also have significantly declining outcomes or be in significant financial difficulty. Sponsored academies will have limited agency, mostly focused upon the quality of educational provision. It will have a small LGC appointed by the Board, other than staff and parent members. These governance arrangements will be kept under review by the Board of Trustees.

Section 4: Summary table of responsibilities

	Members	Board of Trustees	FRC	ARC	ESPC	CEO	LGCs	Head Teachers
Strategic Leadership								
Set Trust strategic vision, culture and values		A	C	C	C	R	C	C
Set Trust strategy		A	C	C	C	R	C	C
Amend the Articles of Association	A	R						
Approve Governance structures, committee ToRs, and policies		A / R	C	C	C	C	C	C
Appoint & remove Members	A							
Appoint & remove Trustees	A / R	C						
Appoint & remove the Chair of the Trust Board	A / R	C						
Appoint and remove Sub Committees		A						
Appoint Chairs of Board Sub Committees		A	C	C	C		C	
Appoint Vice Chairs of Board Sub Committees			A / R	A / R	A / R		A / R	
Appoint school governors (LGCs)							A	R
Suspend or dismiss a governor from an LGC		A						
Appoint Headteachers & Head of School		A				R	C	
Set school strategy in line with Trust priorities						C	A	R
Determine school agency and appropriate support		A	C	C	C	R		
Accountability, Assurance & Decision Making								
Educational Provision								
Set Trust-wide educational priorities		A			C	R		C
Set school educational priorities		C				A	R	R
Approve School Improvement Plans						C	A	R
Monitor academy performance		A	R	R	R	R	R	C
Delivery of EYFS in line with statutory requirements					A	R	R	R
Delivery of Careers guidance in line with statutory requirements					A	R	R	R
Impact of Pupil Premium, SEND and Sport Premium funding					R	R	A	R
Set admissions policies		A				R	R	R
Change a school PAN		A				R	C	R
Ensure compliance with SEND code of practice		A			R	R	R	R
Ensure support for Looked after children					R	R	A / R	R
Safeguarding								
Set & Ensure Trust safeguarding practice in line with statutory guidance		A		C	C	R		C
Set School safeguarding policy and duties		R			R	R	A	R
Ensure annual Safeguarding audits for each school					A	R		C
Financial compliance and performance								
Approve the annual financial statements		A		R				
Approve annual budget for the Trust		A	R			R		
Monitor Trust management accounts, cash position & reserve		A	R			R		
Monitor school management accounts & financial performance		A	R			R	C	R
Approving all relevant statutory financial policies		A	R			R		

	Members	Board of Trustees	FRC	ARC	ESPC	CEO	LGCs	Head Teachers
Approve pay policies, including Trust Executive pay		A		R		R		
Holding the Accounting Officer (CEO) to account		A	R	R	R			
Appoint an External Auditor	A	R		R				
People and Organisation								
Determine disciplinary, grievance & capability policies		A	R			R		
Approve statutory HR policies for the Trust as the single employer		A		R		R	C	C
Undertake hearings for staff disciplinary, grievance & capability matters						A	R	R
Terminating contracts of employment						A/R		
Appoint the CEO		A/R						
Appoint the CFO		A				R		
Appoint & remove the Governance Professional		A				A / R		
Estates and H&S								
Approve health and safety policies		A		R	C	C	C	C
Monitor Trust wide health and safety compliance linked to risk		A		R		R	R	R
Ensure school site safety				R		R	A	R
Monitor school site safety including annual H&S audits				A		R	C	R
Risk management								
Ensure compliance with the funding agreement & Articles of Association		A	C	R	C	R		R
Ensure legal compliance including with ATH & insurance cover		A	C	R	C	R		
Maintain a risk register and ensure risk mitigation		A		R		R	C	R
Appoint Internal Auditors		A	R	R	R	R		
Approve temporary school closure due to exceptional circumstances (eg: snow)						C	A	R

Key:

A: Accountable/Approves **R:** Responsible/Implements **C:** Consulted

FRC: Finance & Resources Committee

ARC: Audit & Risk Committee

ESPC: Education, Standards & Performance Committee

LGC: School Local Governing Committee

Section 5: Determining agency and appropriate support for schools

Core decision making and accountability do not change, but the precise authority delegated to each LGC and the Headteacher will depend on the circumstances of each academy. The principle determining delegated powers will be that of agency for school leaders with appropriate support. The performance, capacity, and financial security of each academy will be reviewed annually by the Board of Trustees to ensure that appropriate support is in place. The criteria for this are laid out in Section 5 with an overview included below.

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For Supported and Sponsored academies, an Academy Improvement Board may be established to focus on key areas for improvement. Membership will be the Chair of the LGC, the Head teacher, the CEO, and a Trustee plus other specialists as required and decided by the CEO.

Where circumstances change, the Trust Board can choose to review and change the school categorisation ahead of the annual review based on its assessment of the school's trajectory and sustainability.

The Trust Board will take a holistic view of the determining factors below and use them to set a level of delegation that will best support the school to improve or continue to improve.

Levels of delegated authority to schools

	Determining Education Factors	Determining Financial Factors	Delegated Powers & Support
Sponsored	<ul style="list-style-type: none"> • Most recent Ofsted grade is; Special Measures, Serious Weaknesses or sub judgements are Inadequate • Results are below the Trust 'floor standard' as defined below • The Trust has significant concerns about leadership capacity, competence, or sustainability based on clear evidence in key compliance areas such as H&S, Safeguarding and Financial Management. <p><i>A school will be below the trust floor standard if:</i></p> <ul style="list-style-type: none"> • Secondary: KS4 outcomes are significantly below national averages. • Primary: KS2 outcomes are significantly below national averages 	<ul style="list-style-type: none"> • The school has been placed in Financial Measures or has a Financial Notice to Improve (<i>see section 6</i>) • The school is unable to balance its budget or demonstrate that it has clear plans to do so. • The school is running an in-year deficit with no plans in place to address it. Spending is not controlled. • Reserves are; declining rapidly, below 5% of income, or at significant risk of being under 5% without prior approval • The school is found to have operated outside its delegated financial authority limits. • The school is subject to an internal fraud investigation. • The school is judged as having unsatisfactory internal financial controls by either Finance Director, Internal, or External Auditor. 	<ul style="list-style-type: none"> • The Trust takes direct responsibility for all aspects of the school. • A new LGC will be appointed by the Board including a new Chair, Vice Chair, and Clerking arrangements. • Academy Improvement Board established • Executive Headteacher appointed with responsibility for all aspects of the school including; <ul style="list-style-type: none"> ○ Carrying out the Trust's vision, values and principles ○ Being responsible for day to day running of the school working alongside the Head Teacher. ○ Holding the Headteacher and leadership accountable to improve the overall effectiveness of educational planning and performance. ○ Setting the annual budget and approving all spending. • Bespoke and targeted package of QA including at least annual but likely termly Safeguarding and H&S reviews. • Developmental support and direct QA focused on the quality of education.
Supported	<ul style="list-style-type: none"> • Most recent Ofsted grade is; RI or sub judgements are RI • Results are at or above the Trust 'floor standard' as defined above, if they are below, there is a clear trajectory of improvement. • School leadership is secure with capacity to improve the school 	<ul style="list-style-type: none"> • The school has been placed in Financial Measures or has a Financial Notice to Improve (<i>see section 6</i>) • The school is able to balance its budget or has clear plans in place to do so. • In year spend is well controlled and management accounts project a balanced budget at year end unless there is an agreed overspend. • Reserve is stable, or there are clear and credible plans to stabilize it 	<ul style="list-style-type: none"> • The Trust Central Team will work closely with the Headteacher to ensure key enablers for school improvement are in place including the effective targeting of resources in order that good outcomes are secured. • Academy Improvement Board may be established • Direct support from the Central Team with budget setting. The Trust Executive Team approves staffing and employment decisions. • Bespoke and targeted package of QA including annual Safeguarding and H&S reviews • Developmental support and direct QA focused on the quality of education.
Full	<ul style="list-style-type: none"> • Most recent Ofsted grade is; Good or better, all sub judgements are Good or better • Results are above the Trust 'floor standard' as defined above. • PP and SEND learners perform in line with national averages • School leadership is secure with capacity to continue to improve the school 	<ul style="list-style-type: none"> • The school is able to balance its budget • In year spend is well controlled and management accounts project a balanced budget at year end. • Reserve is stable 	<ul style="list-style-type: none"> • The school will undertake a financial planning process, as led by Trust finance colleagues, including; long term stress testing, and budget setting focused upon achieving strong student outcomes, in preparation for board approval. • Package of QA including annual Safeguarding and H&S reviews plus developmental support focused on the quality of education.

Section 6: Financial thresholds

Delegated financial management of non-staff spend operates using the thresholds laid out below.

Approval	Procurement	Best Value Process
Board of Trustees	£300,000 +	Public contracts regulations compliant process £663,540 inclusive of VAT services used solely to deliver education – light touch regime
TFT FRC	£214,905 - £300,000k	Public contracts regulations compliant process
CEO	£30,000 - £214,904	*3 quotations minimum or formal tender (framework)
CFO	£20,000 - £30,000	* 3 quotations
Head of School, Headteacher or Exec Headteacher	£5,000 - £20,000	* 3 quotations over £10,000 and if under £10,000: <ul style="list-style-type: none"> compare similar products and prices choose the supplier that offers best value for money
Deputy Headteacher, School Business Manager, School Operations Lead or Central Directors	£2,000 - £5,000	<ul style="list-style-type: none"> compare similar products and prices choose the supplier that offers best value for money
Budget Holder	£0 - £2,000	<ul style="list-style-type: none"> compare similar products and prices choose the supplier that offers best value for money

The decision to appoint staff is delegated to Head teachers regardless of financial value unless the school is sponsored or supported in accordance with the Levels of Delegation laid out in Section 5, or the school has been issued with a Financial Notice to Improve or has been placed in Financial Measures.

Suspension of Delegated Authority

Financial management for the school is delegated to the Head teacher. However, full delegation will be suspended immediately in the following circumstances:

Financial Notice to Improve:

The Finance and Resources Committee (FRC) will issue a school with a Financial Notice to Improve if both the following apply:

- The school is running an in year deficit in the current financial year
- The school cannot present a balanced budget for the following year

If these circumstances apply:

1 The Head teacher and Trust Finance Director will devise a recovery plan which identifies and addresses structural issues threatening the

- financial health of the academy. The recovery plan will be presented to the FRC for approval.
- 2 All staff appointments at the school will have to be agreed by the Trust Executive Team. The FRC will monitor progress against the plan.
 - 3 When the FRC is satisfied that the school has addressed the structural issues identified, and is able to balance its budget, it will formally remove the Financial Notice to Improve and full delegation will be reinstated with immediate effect.

Financial Measures:

The FRC will have the power to place a school into Financial Measures if any of the following apply:

- The school can no longer meet its financial commitments.
- The school is found to have operated outside its delegated financial authority limits.
- The school is subject to an internal fraud investigation.
- The school is judged as having unsatisfactory internal financial controls by either the internal or external auditor.

If any of these circumstances apply:

- 1 The school's finances will be placed entirely in the hands of the FD and CEO.
- 2 All transactions will be managed by the FD, approved by the CEO, and reported to at least one member of the FRC.
- 3 An immediate review of the school's internal financial controls will be commissioned and an Emergency Action Plan will be drawn up by the FD, approved by the FRC and implemented.
- 4 Progress against the Emergency Action Plan will be monitored by the FD, CEO, and at least one member of the FRC.
- 5 Once the FRC is satisfied that the terms set out in the Emergency Action Plan have been met, the school will be taken out of Financial Measures. Thereafter, the school will be placed into a 'recovery period' whereby powers under a Financial Notice to Improve will be implemented until the FRC is satisfied that full delegation can be reinstated.