Statement of Structure and Scheme of Delegation 2026 – 2027

Approved By: Board of Trustees

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Introduction

Enrich Learning Trust (the "Trust") is a charity and company limited by guarantee and is governed by a Board of Trustees ("Trustee(s)") which is responsible for, and has oversight of, the management of the Trust and its Academies.

Application

This Scheme of Delegation:

- sets out the Trust's approach and framework to delegations between the different layers of governance within the Trust and is a delegation by the Trustees under Article 105 of the Articles of Association of certain powers and/or functions as detailed below. It applies to all Members, Trustees, Governors serving on the Local Academy Committees and staff.
- confirms which powers and functions are reserved to the Trustees.
- should be read in conjunction with the Trust's Committee Terms of Reference.
- will be reviewed annually and may only be altered or revoked by the Trustees.
- stipulates that in the event that amendments are made, the Trust shall notify the Chair and Clerk of each Local Academy Committee, who shall agenda the revised document at the next available meeting.
- at all levels of delegation, retains the Trustees the right to withdraw or amend delegation of responsibilities or functions if performance in the delegated area is a cause for concern. For example, if a school's leadership and management is judged to be inadequate, the Trustees may wish to take responsibility for governance at a local level to ensure the correct support and scrutiny is in place.

The Trust's Finance Policy (Appendix 1), which the Trust is required to hold under the Academy Trust Handbook (Appendix 2), is set out in a separate document and also supplements this Scheme in respect of the delegation of financial powers and the operation of robust internal controls.

The Scheme is divided into six sections: Governance; Compliance and Risk Management; Education; People Strategy and Policy; Operations; Financial.

To assist interpretation of the matters delegated in the Scheme, defined phrases are supplemented by additional comment as appropriate. The defined phrases should be given their common meaning but for the avoidance of doubt an explanation can be found on the first page of the Delegation Matrix at the end of this document.

Guiding Principles:

Equity and Excellence: Commit to the equitable provision of high-quality, pupil-focused education that fosters responsibility among students.

Collaboration: Ensure collaboration is embedded across the organisation to drive shared success.

Autonomy and Support: Provide earned autonomy to schools while maintaining centralised support and challenge.

Growth and Community Benefit: Pursue growth opportunities that align with the Trust's mission and benefit the communities served.

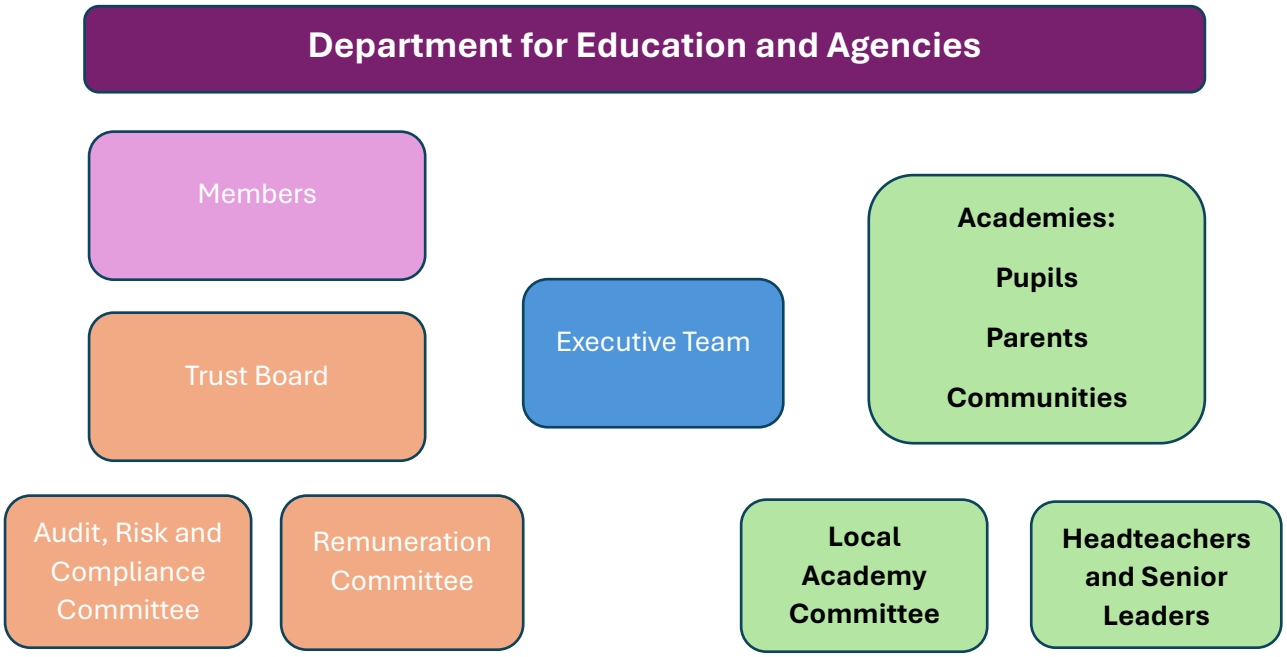
Value and Efficiency: Ensure excellent value for centrally delivered services, enabling schools to concentrate on quality education and community engagement.

Vision and Values

We are a collaborative family of schools. All have a relentless drive to challenge, develop and innovate to ensure that what they provide enables young people to become successful learners, confident individuals and responsible citizens.

With a model based on support and empowerment within a framework of high accountability, we want our Academies to be the best and inspire each child to discover the skills, talents and interests that lie within them.

Structure



Trust Board and Committees

Members

The Members are the guardians of the Trust's constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled. They are akin to the shareholders of a company with the right to amend the Trust's Articles of Association (Appendix 3).

Members can attend any meeting but only have voting rights at the Annual General Meeting. Members can chair a committee but cannot vote.

Trust Board

Trustees are akin to directors of the company and are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the Trust complies with all legal and statutory requirements. Trustees should seek professional advice, as appropriate.

A role description and person specification (Appendix 4) are available on the Trust website alongside an application form which includes a skills audit and legal declarations. Specific skills may be needed if a Trustee is to take responsibility for, and lead on, a specific area, or to undertake the role of the Chair of the Trust.

Trust Board - Terms of Reference (Appendix 5).

Committees

The Trust Board has established the following Committee structure with Terms of Reference reviewed annually. These Committees will act in an advisory capacity to the Board of Trustees except where powers have been specifically delegated to them by the Trust Board:

Audit, Risk and Compliance – Terms of Reference (Appendix 6)

Remuneration – Terms of Reference (Appendix 7)

Local Academy Committee – Terms of Reference (Appendix 8)
Referred to in the Articles of Association as Local Governing Body (Articles 100 to 101A)..

The Local Academy Committee composition (outlined in the Terms of Reference) can vary between schools, but the intention is to have each Board comprising seven or nine members, although by exception the Trust Board may appoint further Local Academy Committee members if required.