



5 Dimensions Trust Scheme of Delegation

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Contents

- Introduction 3
- The status of the scheme of delegation 3
- Guiding Principles 4
- Features of the 5D scheme of delegation 5
- The 5D model of delegation 6
- Headline roles and responsibilities 7
- Variations to the standard 5D model 11
- Delegation and decision-making in 5D 12

Introduction

This scheme of delegation is based very closely on the NGA Trust matrix 2025 and is aligned to our articles of association.

The board of trustees is accountable in law for all major decisions about all the schools within the trust. However, this does not mean that the board is required to carry out all the trust’s governance functions, and many functions are delegated elsewhere, including to the CEO, the board’s committees, and local advisory boards (LABs). This is the purpose of this document.

Copies of the document are available on the school and Trust website and GovernorHub.

Some points to note:

5D takes the same view as the NGA that there should be clear separation between the layers of governance which means that the individuals making up one tier of the governance structure of the organisation are not the same as another tier; in other words, ideally, members should not also be trustees and trustee should not be governors on LABs.

Trustees are members of the Trust Board.

Governors are members of Local Advisory Boards.

The scheme of delegation should not be confused with the written scheme of delegation of financial powers referred to in the [Academy Trust Handbook](#).

The status of the scheme of delegation

The scheme of delegation is a key governance document because it brings clarity to how accountability and decision-making works within the trust. This is why the Academy Trust Handbook requires it to be published on the Trust's website.

It is especially important that maintained schools joining academy trusts take time to understand the Trust's scheme of delegation so that they are clear about the Trust's approach to local governance and which functions are delegated.

As with all committees, the Trust Board has the power to change the constitution and powers of its committees at any time, and this includes the membership of those committees too.

Guiding Principles

The 5 Dimensions Trust exists to "Grow a vibrant community of exceptional people" this comes to life through our 5 Dimensions and our culture is shaped through our guiding behaviours.

- Cheer for the other schools, and they cheer for us.
- Know that the differences between us make us even stronger.
- Are excited by challenges and embrace calculated risk.
- Create clarity of intent in all that we do and through this we can allow our creativity to truly make a difference.
- Understand honest mistakes occur and learn from them together.
- Are positive in our communications and understand their power.

- Reward cooperative and positive relationships but understand that sometimes new levels can only be reached through dialectic.
- Are humble enough to give and receive support.
- Gain fulfilment by playing a positive role in our community.
- We grow purposeful networks to share and shape best practice.
- We aspire for every child to achieve excellent academic progress.

Trust strategy is to evolve national best practice, supporting the implementation of this at school level to meet specific contexts. In so doing enabling the development of successful distinctive schools within a cohesive Trust, serving the community of Milton Keynes

To promote empowerment the 5D Trust board optimises its' powers of delegation whilst retaining accountability. The matrix illustrates where accountability lies, as well as where responsibility and support are distributed.

For this to work effectively it is important that those at the right-hand side consult with others identified before the action/ decision is finalised. This consultation should be direct and succinct, "we intend to ... because..." providing a reasonable timeline for a potential response.

This supports our commitment to authentic, purposeful, collaborative working, helping our leaders enjoy a blend of high clarity and high agency while being deeply supported and where needed appropriately challenged by other members of the 5D community.

Features of the 5D scheme of delegation

The 5D Scheme of Delegation:

- Reflects the 5D ethos, promoting a positive climate and a culture of honesty, transparency, and accountability for the benefit of all stakeholders
- Ensures the executive leadership is clear about which decisions the Trust Board retains, and the extent of executive powers
- Is clear about who appoints and performance manages the chief executive, other senior executives, and the Heads of School
- Identifies where the Trust Board retains responsibility for:
 - determining policy
 - management of risk
 - oversight of budgets and financial management
 - oversight of educational performance

The 5D model of delegation features three clear layers of governance:

1. Members
2. Trustees
3. Committees and individuals

The members have a limited yet distinct and vitally important role.

The Trust Board is responsible for the core governance functions.

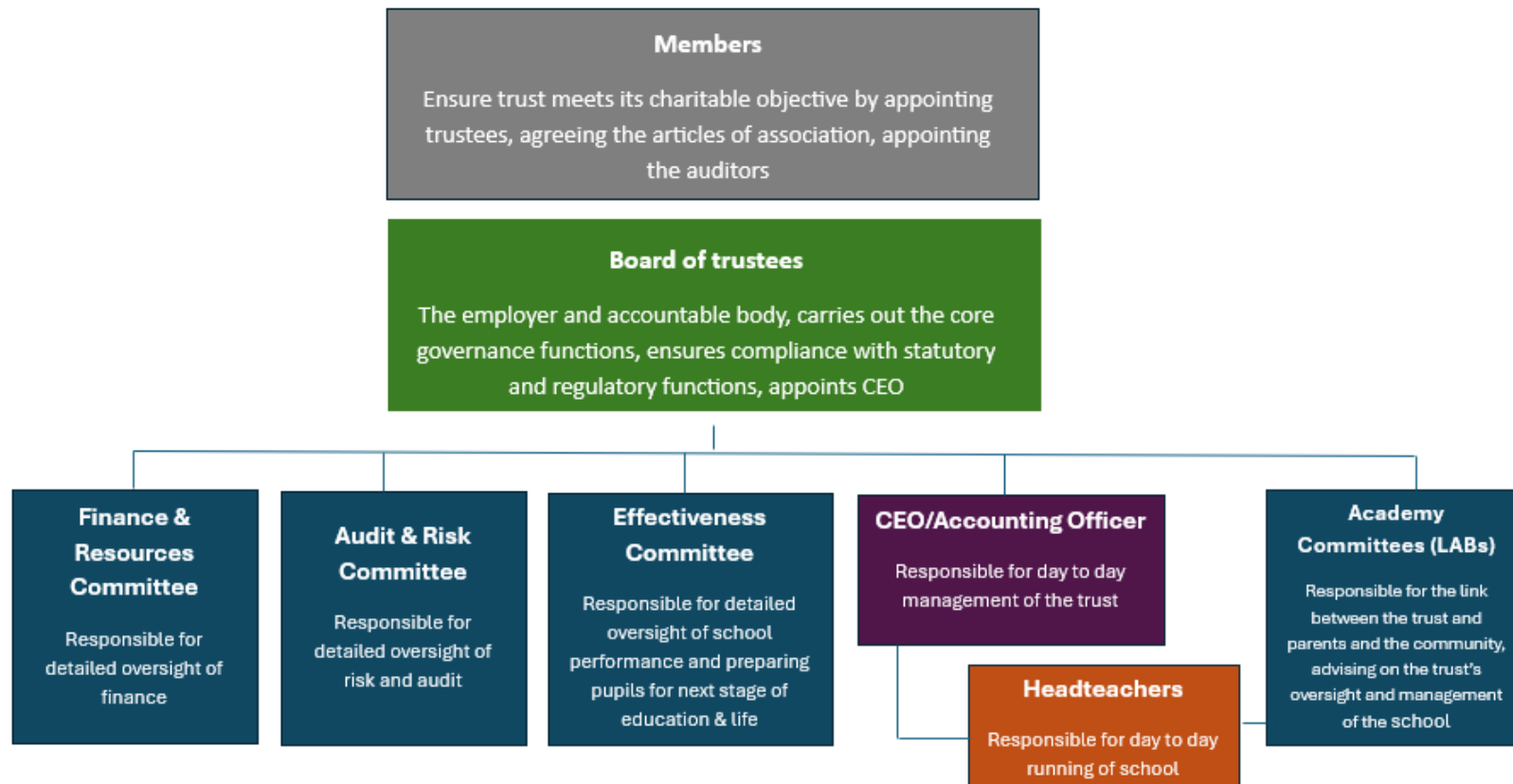
The Trust Board appoints the chief executive (CEO), to whom it delegates responsibility for the conduct and performance of the Trust, including the performance of the schools within the trust, and for its financial management.

The board constitutes committees for Finance and Resources, Audit and Risk and for Trust Effectiveness; these look in detail at resources and risk, and progress and attainment across the Trust.

The board also constitutes local advisory boards (LABs) to provide links to parents and the community, as well as for providing additional scrutiny of how the Trust is managing its schools. These have formal delegated governance functions and decision-making powers.

It is clear from which tier within the governance structure that panels are convened; this includes formal complaints panels, reviewing pupil exclusions and dealing with disciplinary matters.

The 5D model of delegation



Headline roles and responsibilities

The headline responsibilities are designed to guide the detailed scheme of delegation matrix and support decision making in any novel situations.

The role of the members

The Members of the Trust sit above the Trust Board and ensure the board is governing effectively. They 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 at 5D we prefer at least five; Members are not permitted to be employees of the academy trust.

The Members agree the Trust's Articles of Association, appoint Trustees and appoint the Trust's external auditors.

The Members 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.

The role of the trustees

The Trust is a charitable company and so Trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006). Trustees are bound by both charity and company law.

Trustees are responsible for the general control and management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement are legally accountable for all statutory functions and for the performance of all the schools within the trust; they do this by carrying out the core governance functions.

The Trust Board approves a written scheme of financial delegation and choose to delegate certain powers to board committees and local advisory boards (LABs). They approve a written scheme of delegation and committee terms of reference.

5D creates information pathways between the Trust Board, the local advisory boards (LABs) and the chief executive so that local advisory boards (LABs) can share with them any concerns (or celebrations) they may have.

Trustees oversee the Trust and guide its strategic direction, holding executive leaders accountable and have oversight of engagement with stakeholders. In line with the values of the Trust, on the rare occasion that the Trust Board might overrule a decision from the LAB, the Trust Board would always provide an explanation for this.

The role of trust board committees

Trustees delegate some governance functions to board committees.

Board committees must have at least three trustees in membership, and trustees must be in the majority for voting purposes; the trust board appoints board committee chairs and committee members according to their skills.

Detailed scrutiny of financial management and school performance is delegated to board committees.

The role of local advisory boards (LABs)

Trustees delegate some governance functions to local advisory boards (LABs); the articles of association do not require Trustee membership of local advisory boards (LABs) and by committing to the separation of individuals on each tier in the governance structure, 5D is able to demonstrate transparent decision making and prevent bias and conflicts from emerging, thus strengthening the governance checks and balances within the Trust.

The Trust Board approves the appointment of the local advisory boards (LAB) chairs, also approves the appointment of the majority of local advisory board (LAB) members.

5D opts for parent representation to be at school level with parents elected to sit on the local advisory boards (LABs) as opposed to Trust-wide elections for parent trustees.

Being close to and representative of the community the school serves, the local advisory boards (LABs) are:

- the recipients of detailed information about how their schools are being managed, providing advice and guidance to school leaders
- tasked with providing assurance to trustees that the school is:
 - operating within the ethos and values of the trust and creating a positive climate for all stakeholders
 - working within agreed policies
 - engaging with stakeholders
 - acting as an ambassador for the trust
- provide a feedback loop to the Trust board

If 5D was to grow to include very small schools, or schools in very close proximity, or a number of schools overseen by an executive headteacher, having one local advisory board (LAB) overseeing that group of schools is an effective option for local governance.

5D demonstrates the value we put on local governance by ensuring effective channels of communication between trustees and academy committees (LABs), as well as providing specific training and development programmes for all involved in the governance of the Trust.

The role of the chief executive

The Trustees delegate the day-to-day management of the trust to the chief executive, line managing them in line with the trust's appraisal and performance management policies.

The chief executive is also the accounting officer and so is not only responsible for the performance of the Trust as a whole but has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the board about compliance with the funding agreement and the Academy Trust Handbook.

The chief executive will be responsible for the leadership and management of the central executive team and the Heads of Schools and will report to the Trust Board and its committees.

The chief executive will also:

- Lead the trust and implement the strategic vision set by the trustees.
- Ensure the trust's educational and financial targets are met.
- Manage the trust's operations and resources.
- Ensure authentic engagement with stakeholders

The role of Trust Education Team

The role of the Trust Education Team is to:

- Co-construct and implement educational strategies and policies alongside school leadership teams across the trust.
- Support schools in improving teaching and learning outcomes.
- Monitor and evaluate educational performance and standards.
- Facilitate professional development and training for educational staff.

The role of Chief Financial Officer (CFO)

The role of the CFO is to:

- Oversee financial management and planning.
- Ensure robust financial controls are in place.
- Ensure efficient and effective use of resources to support educational goals.
- Support the board of trustees in fulfilling their financial oversight duties.
- Oversight of all non-academic services of the Trust and professional development and training for support staff.
- Oversight of risk management.

The role of Chief Operating Officer (COO)

The role of the COO is to:

- Ensure effective management of IT and estates.
- Ensure effective management of health and safety.
- Management of Trust wide catering and cleaning contracts.
- Oversight of business continuity.

The role of Lead Governance Professional

The role of the lead governance professional is to:

- Advise and support the board and Exec on high quality governance.
- Facilitate communication and collaboration between the various levels of decision making.
- Champion purposeful compliance.

The role of heads of school

The chief executive delegates the day-to-day management of the Trust's schools to Heads of School, line managing them in accordance with the Trust's appraisal and performance management policies.

Heads of School share information about how the Trust is managing the school with the local advisory boards (LAB) so that committee members build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice. Heads of school are responsible for leading and managing individual schools within the trust and managing school staff and resources to achieve educational targets.

Variations to the standard 5D model

Delegation to an intervention board

5D may find the use of an intervention board an effective way of managing a school which requires rapid improvement across a range of operational areas as well as to the local governance function. Similar to an interim executive board in a maintained school, an intervention board will generally consist of a small number of senior executives plus one or two non-executives (Trustees or local advisory boards (LAB members) who will meet very regularly (e.g. fortnightly or every three weeks or so) to monitor and evaluate agreed actions and to take key decisions. The board would be chaired by the chief executive, and its work would be reported directly to the board via the chief executive.

Typically, these boards do not include parents, so it is important that a parent council or similar is established in the school as soon as it is practicable. This is also why any intervention board should be time-limited with the aim of establishing a local governance function as soon as possible.

Delegation and decision-making in 5D

Key	
A = Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R = Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
S = Support	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.

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Trust governance										
Appoint/remove members	A									
Appoint/remove trustees	A (up to 9)	A								
Elect chair/vice chair of trustees annually & remove when necessary		A								
Appoint/remove committee chairs annually		A								
Parent local advisory board (LAB) members: appoint when elected		A							R	
Local advisory board (LAB) members: appoint & remove		A							R	

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Determine powers of chair of trustees in urgent situations		A								
Establish & review trust governance structure		A								
Agree named safeguarding trustee		A								
Agree named trustee for special educational needs and disabilities (SEND)		A								
Agree named careers trustee		A								
Appoint trust governance professional		A								
Undertake trust governance professional appraisal annually		A				R				
Articles of association: review		A								
Articles of association: ratify changes	A									
Agree scheme of delegation (including financial delegations) & complete annual review		A								
Agree committee terms of reference (including academy committees) & complete annual review		A								

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Agree role description for link governor/trustee areas		A								
Agree trust board & committee meeting dates and agendas		A				S		R		
Commission external review of trust board effectiveness every 3 years		A								
Complete annual trust board self-evaluation		A								
Publish governance arrangements on trust & academy websites		A						R		
Ensure trust & academy websites are compliant and effective						A				
Maintain compliance on GIAS and Companies House						A				
Submit annual report on the performance of the trust to members		A								
Maintain register of interests		A								
Approve statutory policies*		A								

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Ensure there is a clear approach to trust-wide policies & the maintenance and adoption of these across the trust						A				
Agree academy committee clerking arrangements								A		
Appoint and dismiss local clerks						A		R		
Agree academy committee meeting dates & agendas, ensuring trust-wide consistency								A	S	R
Complete periodic review of local governance		A						R		
Set clear expectations on monitoring & visits to schools		A								
Ensure board reporting channels are established		A						R		
Agree remit & constitution of any working party established to support trust's strategic objectives		A								
Vision and strategy										
Determine trust's vision, strategy, ethos/culture and key priorities		A				R				

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Develop engagement channels with key stakeholders in line with trust vision & priorities						A				R
Agree trust growth strategy		A				R				
Determine non-statutory trust-wide policies						A				
Determine academy level policies						A				R
Finance										
Appoint & performance manage chief financial officer (CFO)						A				
Produce trust's financial manual to further expand on processes relating to delegated financial powers		A					R			
Produce annual report and accounts		A				S	R			
Submit required financial reports and returns							A			
Agree budget plan to support delivery of trust strategic priorities		A				S	R			
Agree budget plan to support delivery of academy strategic priorities						A	R			

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Monitor trust budget		A	S	S		S	R			
Approve long term financial plans		A								
Develop & submit three-year budget forecast						A	R			
Carry out benchmarking and trust-wide value for money evaluation						A	R			
Agree & and monitoring arrangements for trust and academy budgets		A		S		S	S			R
Prepare management accounts every month setting out the trust's financial performance and position		A - Shared with chair of Finance Committee monthly & circulated at every full trust board meeting		S			R			
Approve expenditure/contracts above a specified threshold		A								
Operations										
Appoint & remove external auditors	A									
Receive external auditor's report	A	S	R							

Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Ensure ATH requirements relating to the review of the external auditor's plans, findings & effectiveness are adhered to			A							
Action recommendations arising from internal audits						A				
Agree & deliver a programme of internal scrutiny ensuring the effective use of external third-parties to support the trust			A			R				
Agree risk management policy		A	S			R				
Oversee the risk register and undertake a full review at least annually		A								
Undertake termly review of risk register			A				R			
Manage and report on risk mitigation strategies						A	R			R
Maintain trust contingency & business continuity plans						A				
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers

Monitor implementation of, & compliance with, health & safety policy and procedures at academy level			A			S				R
Agree premises management documents, including estate vision, estate strategy & asset management plan						A				
Monitor academy estates to ensure they are safe & well-maintained						A				R
Ensure that there is suitable expert support on health and safety						A				
Secure suitable insurance (commercial and/or the risk protection arrangement (RPA)) for the trust						A				
Develop a cyber security framework						A				
Agree on proportionate controls that address the risks of fraud, irregularity and theft through relevant policies and processes			A			R				
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers

Ensure there is adequate company secretarial support		A								
Appoint a data protection officer (DPO)						A				
Complete & maintain Single Central Record (SCR)						A				R
Receive routine reports on the status of the SCR			A							
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Monitor compliance with safer recruitment requirements		A				S				R
Monitor staff wellbeing and workload					A	S			S	R
Monitor staff statutory training (safeguarding, prevent, H&S etc) and impact of CPD		A			S	S				R
Curriculum										
Approve trust-wide curriculum						A				
Agree equality information and objectives (public sector equality duty) statement and monitor delivery		A				R				
Ensure provision of religious education						A				R
Ensure delivery of collective worship						A				R

Ensure compliance with SMSC requirements including the promotion of British values		A				S				R
Deliver provision of statutory careers education (secondary)										A
Monitor the inclusiveness of the curriculum						S			A	R
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Pupils and learning support										
Ensure high standards of teaching and learning						A				R
Set targets for pupil outcomes across trust and monitor in-year data termly						A				
Agree school improvement strategies						A				R
Determine use & monitor impact of pupil premium									A	R
Determine use & monitor impact of sports premium									A	R
Set the dates of school terms and holidays		A				R				
Set the times of school sessions		A				R				
Monitor attendance & persistent absence of pupils					A	S			S	R

Ensure effective & compliant trust-wide SEND provision		A			S	R				
Regularly monitor compliance with SEN code of practice						A				
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Monitor effectiveness of SEND provision at an academy level, ensuring compliance with relevant policies & statutory requirements						A			S	R
Monitor progress & attainment for all vulnerable children					A	S			S	R
Monitor support for looked after & previously looked after children					A	S			S	R
Monitor pupil behaviour data across different pupil groups					A	S			S	R
Ensure careers provider access across trust						A				
Review headteacher decision to suspend/exclude pupils									A	
Monitor rates of suspension & exclusion across the trust					A	S				

Ensure school food standards are met for pupils						A				R
Ensure free school meal provision is adequately implemented						A				R
Task	Members	Trust board	Audit & risk committee	Finance & Resources committee	Effectiveness Committee	CEO / Executive team	CFO	Lead governance professional	Academy committees	Headteachers
Ensure the provision of universal infant free school meals						A				R
Deliver inclusive extra-curricular activities										R
Monitor children's wellbeing and how this is actively supported					A	S			S	R
Monitor provision and outcomes for EAL pupils						A			S	R
Monitor safeguarding arrangements at academy level, ensuring compliance with relevant policies and statutory requirements.					A	S			S	R
Parents and community										
Implement admissions appeal process									A	R
Review complaints at panel stage					A				R	
Monitor all complaints raised (including through external agencies e.g. LA,					A	R				

ESFA and Ofsted) across the trust										
Engage with key stakeholders at academy level									A	R
Engage with key stakeholders at Trust level						A				

	Task	Members	Trust board	Remuneration Committee	Audit & risk committee	Finance & Resources committee	Disciplinary/ Appeal Hearing Panel/Committee	CEO / Executive team	CF O	Lead governance professional	Academy committees	Headteachers
	Workforce											
Appointing / Dismissing	CEO/Accounting Officer		A									
	Other executive team staff		S				R	A				
	Headteacher		S				R	A				
	Central Service staff members		S				R	A				
	School/Academy level staff members						S	A				R
Determining Pay Progression	CEO		A	R								
	Other staff members of executive team		A	R				S				
	Headteacher		A	S				R	S			
	Central Service staff members		A	S				R	S			
	School/Academy level staff members		A						S			R
	CEO		A									

Determining Performance Appraisal Outcomes	Other staff members of executive team							A				
	Headteacher							A				
	Central Service staff members							A				
	School/Academy level staff members											A
Undertake panel hearings for staffing procedures such as disciplinary, grievance and capability matters	CEO		A				R					
	Other staff members of executive team		A				R					
	Headteacher						R	A				
	Central Service staff members						R	A				
	School/Academy level staff members						R					A
	Determine executive team staffing structure		A					R				
	Determine school/academy level staffing structure							A				R
	Ensure appointment of DSLs and deputy DSLs							A				R

Ensure appointment of SENCOs							A				R
Ensure there is effective school improvement capacity within, or accessed by, the trust							A				R
Monitor compliance with safer recruitment requirements		A						S			R
Monitor staff wellbeing and workload		A					R	S			R
Monitor staff statutory training (safeguarding, prevent, H&S etc) and impact of CPD		A					R				S