



## Governance structure and lines of accountability



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### Model 4: Mixed Delegation

#### **When to consider this model**

This model works well when there are either different sized schools in the trust (for example a large secondary school that would benefit from its own academy committee and a number of small schools where a cluster committee or academy councils would work better) or schools in different contexts (for example a trust with schools which are performing well and so they have academy committees, and those which are performing less well or where recruiting the right people is an issue and so those schools have academy councils). This model assumes that the schools in the clusters are overseen by executive principals.

- The board of trustees is responsible for the three core governance functions.
- The board of trustees appoint the chief executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the trust, including the performance of the academies within the trust, and for its financial management.
- In turn, the CEO line manages other senior executives and academy principals, except where there are executive principals who will line manage the academies' principals, setting their targets and performance managing them.
- The board constitutes committees for finance and standards; these look in detail at resources and progress and attainment across the trust. As board committees, at least three trustees must sit on each.
- The board delegates some of its school level monitoring and scrutinising functions to cluster committees. Trustees do not need to sit on cluster committees, and so lines of communication to the board of trustees must be clearly established. It is usual for the CEO to seek input from the chair of the cluster committee when undertaking the executive principal's performance management.
- The cluster committee delegates stakeholder engagement to academy councils who also act as a point of consultation and representation.
- As the executive principal is being line managed by the CEO, neither the cluster committee nor the academy council carry out the governance function of holding the executive principal to account. However, the cluster committee must be confident that the trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement will also affect the cluster committee and academy council's role in Ofsted inspections.

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