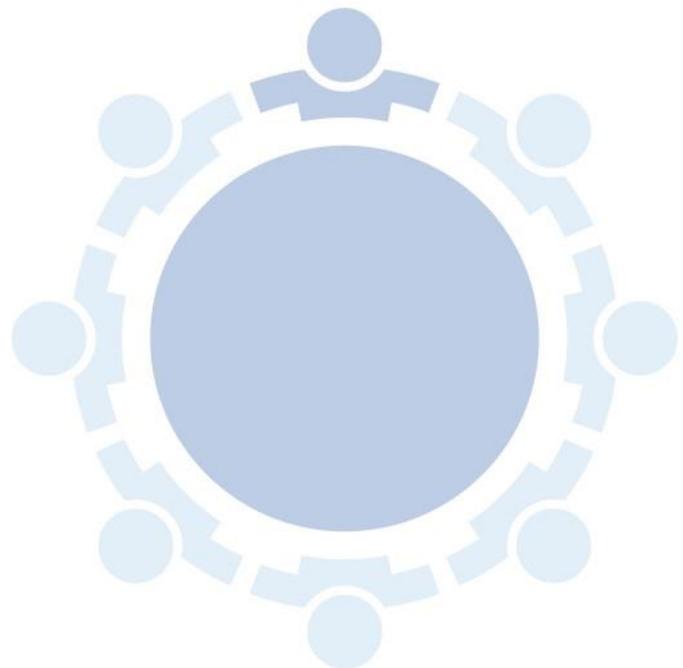


Tools and Checklists:

Maintained Governing Body Delegation Planner

Effective Governance



October 2019



National Governance Association

The National Governance Association (NGA) is the membership organisation for governors, trustees and clerks of state schools in England.

We are an independent, not-for-profit charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We are expert leaders in school governance, providing information, advice and guidance, professional development and e-learning.

We represent the views of governors, trustees and clerks at a national level and work closely with, and lobby, UK government and educational bodies.



Maintained Governing Body Delegation Planner

Governing bodies are accountable in law for all major decisions about the school and its future. However, this does not mean that they are required to carry out all the work themselves. Many of the tasks can and should be delegated to individuals and committees. It is vital that the decision to delegate a task/responsibility to an individual is made by the full governing body and recorded – without such a formula, the individual/committee has no power to act.

The table below sets out the major areas of responsibility for governing bodies and who they can delegate each task to; it also records where the NGA does not think that, even if a task/responsibility can be delegated, this would be good practice.

This planner shows to which level the governing body may legally delegate functions. Please note that the decision planner does not apply to academies.

Key	
Level 1: Full governing body	
Level 2: A committee of the governing body	
Level 3: An individual governor	
Level 4: Headteacher.	
	Function cannot be legally carried out at this level.
Blue box	Action could be undertaken by this level.
✓	Although legally possible to delegate to this level, the NGA would not recommend it. Significant decisions, monitoring and evaluation are best undertaken by the governing body or a committee with delegated authority, not by individuals. As long as it is in line with the regulations governing bodies are free to decide for themselves.
✗	

There is also space for notes relevant to your governing body – for example, you should specify which committee or individual a particular task will be delegated to.

- The governing body is responsible for the strategic direction of the school
- Committees can be given delegated authority to make decisions, monitor, evaluate and review particular plans, policies and targets. The head and staff play the major role in formulating plans, policies and targets to bring to committees or to the governing body for discussion prior to adoption by the full governing body.
- The head is responsible for internal organisation, management and control of the school and is accountable to the governing body.
- Although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation.



Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Budgets	1.	To approve the first formal budget plan each financial year (whether this can be delegated to a committee of the governing body depends on your local authority's scheme of financial delegation)		✓			F&P
	2.	To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium)	✓		x	x	
	3.	To monitor monthly expenditure			x	✓	
	4.	To establish a charging and remissions policy		✓	x	x	F&P
	5.	To enter into contracts (GB should agree financial limits)	✓	✓	x	✓	In accordance with Financial Management Policy and Procedures
Staffing	6.	Appoint selection panel for headteacher	✓				
	7.	Appoint selection panel for deputy head	✓				
	8.	Appoint selection panel for other members of the senior leadership team	✓	x	x	x	
	9.	Ratify or reject decisions of appointed selection panels	✓				
	10.	Appoint other teachers	x	x	x	✓	



11.	Appoint non-teaching staff	x	x	x	✓	
12.	To put in place a pay policy	✓		x		
13.	To make pay decisions in line with the pay policy and legal requirements ¹	x	✓	x	✓	P&P and HT as appropriate
14.	Dismissal of headteacher	x	✓	x		

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	
	15. Initial dismissal of other staff	x	x	x	✓	
	16. Suspending head	x	✓	✓		As appropriate
	17. Suspending staff (except head)	x	x	x	✓	
	18. Ending suspension (head)	✓	✓	✓		As appropriate
	19. Ending suspension (except head)	✓	✓	✓		As appropriate
	20. Setting the overall staffing structure		✓	x	x	P&P
	21. In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights	✓	✓	x		Not applicable
	22. Determining dismissal payments/ early retirement		✓	x	x	P&P
	23. To produce and maintain a central record of recruitment and vetting checks	x	x	x	✓	Monitored by P&P
	24. Establish and review procedures for addressing staff discipline, conduct and grievance	✓				



Curriculum	25.	Ensure National Curriculum (NC) taught to all pupils		✓	✗		Governors' Forums
	26.	To consider any disapplication for pupil(s)	✗	✗	✗	✓	
	27.	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	✓	✓	✗	✗	As appropriate

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	28.	Establish and review a sex and relationships education policy (including in primary schools where the GB must decide whether to teach sex education) and ensure that parents are informed of their right to withdraw their children	✗	✗	✗	✓	Agreed by FGB
	29.	Provide clear advice, informed by statutory guidance, on which a strategy for careers advice and guidance can be based	✗	✗	✗	✓	Not applicable
	30.	Responsibility for ensuring that provision of religious education (RE) meets statutory requirements and/or the requirements of any trust deed		✓	✗		Governors' Forums
	31.	To ensure that all pupils take part in a daily act of collective worship in line with statutory requirements				✓	



Extracurricular provision	32.	To decide whether to offer additional activities and what form these should take	✓	x	x	x	
	33.	To put into place the additional services provided	x	x	x	✓	
	34.	To decide whether to stop providing additional activities	✓	x	x	x	
Performance management	35.	To adopt and review teacher appraisal policy		✓	x		P&P
	36.	To appoint the panel to carry out the appraisal of the head teacher	✓		x		
	37.	To carry out appraisal of other teachers (or delegate to line managers in the school)				✓	

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Discipline/ exclusions	38.	To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination (Can be delegated to chair/vice-chair in cases of urgency)	x	✓			F&P
	39.	To produce a set of written principles for the school behaviour policy and present these for consultation	✓				



	40.	To draft the content of the school behaviour policy and publicise it to staff, students and parents.				✓	
Admissions	41.	To annually determine admission arrangements (VA and foundation schools)	✓				FGB for Nursery Admissions
	42.	To carry out consultation where changes to admission arrangements are proposed, or the governing body has not consulted on their arrangements in the last seven years (VA and foundation schools)	✓				FGB for Nursery Admissions
	43.	Admissions: application decisions (Governing bodies of VA and foundation schools must establish a dedicated admissions committee to allocate places, where they choose to delegate authority to committee level)	✗	✓			Not applicable
	44.	To establish and publish an admissions appeal timetable (VA and foundation schools)	✗	✓			Not applicable
	45.	To appeal against LA directions to admit pupil(s) (voluntary, foundation and special schools; also community and VC schools where LA is the admissions authority)	✗	✓			Not applicable

Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Premises & insurance	46.	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate		✓	✗		F&P
Health & safety	47.	To ensure a health and safety policy and procedures are in place		✓	✗		F&P



School organisation	48.	To ensure that health and safety regulations are followed	x	x	x	✓	F&P
	49.	To publish proposals to change category of school	✓		x	x	
	50.	To decide whether to convert to academy status ²	✓	x	x	x	
	51.	Propose to alter voluntary foundation or foundation special school	✓	x	x	x	Not applicable
	52.	Propose to discontinue voluntary foundation or foundation special school	✓				Not applicable
	53.	To set the times of school sessions and the dates of school terms and holidays (except in community, special and VC schools where this is the LA's role)	✓	x	x		Not applicable
	54.	To ensure that school lunch nutritional standards ³ are met	x	x	x	✓	
	55.	To establish a data protection policy and review it at least every two years and register with the Information Commissioner's Office	x	✓	x		P&P
56.	Maintain a register of pupil attendance	x	x	x	✓		
57.	To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	x	x	x	✓		

Area	Function	Level				In our school, this responsibility is delegated to:
		1	2	3	4	



Information for parents	58.	To determine whether to publish a homeschool agreement (no longer a statutory requirement)			x	✓	
	59.	Overall responsibility for ensuring that statutory requirements for information published on the school website, including details of governance arrangements, are met		✓	x	x	P&P
	60.	To establish, publish and review a complaints procedure	✓	✓	x	x	P&P
	61.	To establish and publish a Freedom of Information scheme and ensure the school complies with it	✓	✓	x	✓	P&P
GB roles, procedures and development	62.	Ensure focus on three core strategic functions: 1. Ensuring clarity of vision, ethos and strategic direction 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff 3. Overseeing the financial performance of the school and making sure its money is well spent	✓				
	63.	To draw up an instrument of government and any amendments thereafter	✓				
	64.	To appoint (and remove) the chair and vicechair of a permanent or a temporary governing body	✓				
	65.	To appoint and dismiss the clerk to governors		✓	x	x	P&P
	66.	To appoint and remove co-opted governors	✓				
	67.	To appoint local authority governors	✓				



Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
	68.	To set up and publish a register of governors' business and pecuniary interests	✓		x		Executive
	69.	To set the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	✓				
	70.	To publish the structure and remit of the governing body and any committees including governor appointment details, term of office and attendance record	x	x	x	✓	
	71.	To submit governor information to the DfE database of governors via Edubase	x	x	x	✓	
	72.	To approve and set up a governors expenses scheme		✓	x	x	
	73.	To consider whether or not to exercise delegation of functions to individuals or committees	✓				
	74.	To regulate the GB procedures (where not set out in law)	✓				
	75.	To agree governor induction and training programme	✓				
	76.	To review progress against strategic plan and evaluate governing body performance	✓				
Formal Collaboration	77.	To consider forming or joining a group of schools	✓				
Academies	78.	To consider approach and time scale to academy conversion	✓				



	79.	To consider forming or joining an existing Multiacademy-trust (MAT)	✓				
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Area		Function	Level				In our school, this responsibility is delegated to:
			1	2	3	4	
Federations	80.	To consider forming a federation or joining an existing federation	✓				F&P
	81.	Review of structure including any subsequent conversion to MAT status	✓				
Inclusion and equality	82.	To establish and approve a special educational needs (SEN) policy	✓				
	83.	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)	✓		x		
	84.	To designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator or SENCO)	x	x	x	✓	
	85.	To appoint a designated teacher for looked after children	x	x	x	✓	
	86.	To establish an accessibility plan and review it every three years		✓	x		
Safeguarding	87.	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy	✓				
	88.	To adopt and review annually a child protection policy and relevant procedures	✓		x		



Notes

1. In some schools, particularly larger ones, it may be appropriate to delegate deciding pay discretions to the headteacher. However, in this case it is a good idea for the governing body to quality assure the decisions made, for example by spot checking a selection.
2. [Regulation 18](#) of the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 permits the governing body to delegate any of its functions, subject to the restrictions listed in [Regulation 19](#). Academy conversion is not included on this list and the Academies Act 2010 explicitly restricts the functions of the discontinuance of schools provisions in the Education and Inspections Act 2006. Therefore legally the Regulations permit delegation of the decision to convert to an academy. However, it would be bad practice for any decision affecting the future of the school to be decided by anything other than the full governing body. Furthermore, it is unlikely that the Department for Education would accept an application to convert which had not been signed off by the full governing body.

