

## ACHIEVE MORE; CHALLENGE THINKING; AND SHAPE FUTURES

### ONE ENTITY, ONE ORGANISATION, ONE TRUST CELEBRATING THE UNIQUE CONTEXT OF EACH OF OUR COMMUNITIES

#### COLLECTIVE RESPONSIBILITY

Integral to the values of the Trust is a collective responsibility to contribute to Trust wide strategic priorities, and by doing so, creating a strong family of academies and teacher educators and creating a society where all children and young people feel they belong and in which aspirations are raised and lives transformed.

#### Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through all of our schools and work closely with our University sponsor

#### Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust

As a Multi Academy Trust we are a single entity that educates its pupils across different school and community-based sites. There is no separation between what is our University of Chichester Academy Trust (the Trust) and each of the academies that make the Trust family.

As a Trust we operate in a different way to single local authority-maintained schools. Trustees have a level of accountability and responsibility across all academies, and for staff within the Trust. Trustees have chosen to delegate some responsibilities to each of our layers of governance, whilst holding overall accountability. This document sets out to illustrate the link across the layers of governance and the responsibilities at each layer.

## Strategic Leadership, Community and Compliance

Local Governing Body	Executive Team	Trust Board
<p><b>Focus:</b> Strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community</p>	<p><b>Focus:</b> Responsible for ensuring the impact of Academy leaders, Academies and SCITT</p>	<p><b>Focus:</b> Accountable for all areas of our Trust (Academies and SCITT)</p>
<ul style="list-style-type: none"> <li>LGB to act strategically whilst maintaining a school level perspective with understanding of the Trust’s collective strategic ambitions and priorities</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies develop an effective action plan, referenced within their J2E, to meet Equality Act 2010 responsibilities and Trust Equality, Diversity and Inclusivity priorities</li> </ul>	<p>The trustees should focus on three core functions:</p> <ul style="list-style-type: none"> <li>ensuring clarity of vision, ethos and strategic direction</li> <li>holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff</li> <li>overseeing and ensuring effective financial performance</li> </ul>
<ul style="list-style-type: none"> <li>Uphold the constitution of the Local Governing Body as detailed in 4.1, 4.2, 4.4, 4.5 and 4.6 of the Scheme of Delegation and Terms of Reference, assigning named governors to designated roles</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies develop an effective and challenging J2E, ensuring local context is reflected.</li> </ul>	<ul style="list-style-type: none"> <li>Meet Equality Act 2020 duties and ensure diversity in recruitment of all staff, including Governors to LGBs and Trustees</li> </ul>
<ul style="list-style-type: none"> <li>Ensure governors recruited contribute to the collective LGB skills, experience and community knowledge, to effectively act as critical friend to the SLT</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies take account of their local community context when developing their academy priorities and education</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies operate in line with Trust vision, ethos and priorities</li> </ul>
<ul style="list-style-type: none"> <li>Responsible for strengthening and maintaining strong links with the local community and parents/carers to share local community insights with Academy leaders to inform approaches to meeting needs and shaping curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies collective endeavours allow Trustees to maintain a clarity of vision, ethos and strategic direction</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective governance of the Trust, including in its recruitment and intervening where and as appropriate if Academy standards fail.</li> </ul>
<ul style="list-style-type: none"> <li>Review how academy leaders are addressing equality, diversity and inclusivity (EDI) priorities that meet local need to create an inclusive environment, and review progress of equality action plan to ensure EDI is embedded and reflects the values of the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Review the effectiveness of governance at local level including the recruitment of the Chair and governors appointed to LGB’s, and provide advice and guidance to LGBs to enable governors to fulfil their duties</li> </ul>	
	<ul style="list-style-type: none"> <li>Appoint a DPO ensuring all alleged breaches and reportable breaches are managed in accordance with Trust and statutory requirements and that academies are compliant with data protection and GDPR requirements.</li> </ul>	

## Safeguarding and Child Protection

Local Governing Body	Executive Team	Trust Board
<ul style="list-style-type: none"> <li>Receive evidence of the completion of termly checks of the SCR and that all actions have been swiftly followed up by the academy. This includes the requirement for all staff and volunteers to have a DBS check every 5 years. Alert Headteacher and Central HR if there are outstanding concerns to be addressed.</li> <li>Receive academy's annual safeguarding report and regularly monitor plan to ensure it is fit for purpose and action has been taken. Areas of weakness or concern to be reported to the executive tier.</li> <li>Seek reassurance through various forums such as visits and discussion with academy leaders, that all stakeholders, including parents/carers have an understanding of safeguarding and that measures in place are effective.</li> <li>Identify how to use academy visits to be assured there is a strong Safeguarding curriculum approach in place which is making a difference to pupils, parents and staff</li> <li>Be informed of the percentage of pupils absent and persistently absent across the academy and within specific groups to ensure no groups are a cause for concern</li> <li>Seek reassurance the impact of attendance strategies, including any use of premia to engage parents and pupils increases rates of attendance</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all academies meet their Safeguarding and Child protection responsibilities through the curriculum and partnership with external agencies and ensure the planned curriculum teaches children about the risks they face, how to identify and deal with risks and ensure that they do not put anyone else at risk, including their peers</li> <li>To maintain robust and effective Safer recruitment practices so that staff and pupils are kept safe</li> <li>Ensure all academies develop and maintain a strong safeguarding culture</li> <li>Ensure that no children are missing education</li> <li>Ensure all academies maintain high levels of pupil attendance and low rates of absence, including unauthorised absence</li> <li>Review low level concerns to identify patterns and mitigate future risk, whilst providing assurance appropriate and swift action has been taken to resolve.</li> <li>Review use of CPOMs reporting and process to be reassured appropriate staff receive relevant information in a timely manner and that case management is effective</li> <li>Review unauthorised absence and hold academy leaders to account for reducing percentages termly. LGB to be assured that procedures to follow-up pupils missing from education and the removal of pupils from the school roll are effective and legal</li> </ul>	<ul style="list-style-type: none"> <li>Meet Safeguarding and child protection statutory and legal duties in line with govt guidance, including Prevent and KCSIE 2024</li> </ul>
<ul style="list-style-type: none"> <li>Seek assurance that the Behaviour Policy is effective in maintaining high standards of behaviour and monitor the use of exclusions, suspensions and use of alternative provision to make sure no groups or individuals are adversely impacted.</li> </ul>		

## Curriculum and Standards

Local Governing Body	Executive Team	Trust Board
<p><b>Focus:</b> Strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community</p>	<p><b>Focus:</b> Responsible for ensuring the impact of Academy leaders, Academies and SCITT</p>	<p><b>Focus:</b> Accountable for all areas of our Trust (Academies and SCITT)</p>
<ul style="list-style-type: none"> <li>Ensure leaders when developing pedagogy and a curriculum reflect the ambitions and richness of the local community and is evidence based/informed</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the designed curriculum meets pupil needs so that they become learners who are of benefit to themselves and society</li> <li>Ensure that academy finances, public funds, are used to develop a strong and effective education for all pupils, in line with SFA and MFA</li> <li>Ensure all staff engage in evidence-based/informed practices, drawing on bodies of knowledge and research</li> <li>Ensure that all pupils build knowledge across all subjects and areas of learning from EY to KS4, in line with Trust policy and guidance</li> <li>Ensure all pupils, including those with SEND, Disadvantaged and EAL, learn and achieve more, making strong progress and attaining high standards</li> <li>To ensure all Foundation Subjects are well planned and effectively taught in all academies and draw on a strong evidence base</li> <li>To ensure sufficient support is available to develop and quality assure impact of pedagogy through Trust internal and University partnership</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Trust meets regulator standards and provides a high quality of education for all pupils</li> <li>Ensure Trust's use of public funds advance education by achieving (value for money) economy, efficiency and effectiveness</li> <li>Maintain probity as required within Academy Trust Handbook (ATH), Articles of Association (AoA), MFA</li> <li>Meet needs of pupils with SEND, Disadvantaged and those for whom EAL</li> </ul>
<ul style="list-style-type: none"> <li>Identify ways to use academy visits to learn more about how staff, parents and pupils believe the school's curriculum reflects the richness of the local community</li> </ul>		
<ul style="list-style-type: none"> <li>Receive updates on pupil progress and standards achieved by the academy and encourage cross-Trust partnerships, peer reviews and support for the benefit of pupils</li> </ul>		
<ul style="list-style-type: none"> <li>Challenge Academy leaders to make explicit the impact of the curriculum and provision on meeting the identified needs of pupils with SEND, Disadvantaged and where EAL</li> </ul>		

**Professional Services**

**Local Governing Body**  
**Focus:** Strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community

**Executive Team**  
**Focus:** Responsible for ensuring the impact of Academy leaders, Academies and SCITT

**Trust Board**  
**Focus:** Accountable for all areas of our Trust (Academies and SCITT)

**People and Structures**

- Discuss whether proposed staffing meets pupil needs, academy priorities and financial situation
- Review recruitment outcomes to be assured they are conducted in line with Trust policy and that there is a diversity of candidates attracted to the academy, that translates to a staff population that is reflective of the diversity of the Trust communities
- Contribute to the effective performance management of the Headteacher
- Receive a report on staff survey findings to identify trends over time and be assured staff have been listened to with appropriate feedback given, and that action has been taken where appropriate and impact identified
- Seek assurance that staff and governors have completed all mandatory training within the required time period

- Recruitment and selection of staff appointment meet with standards required of the Trust and that staff are being effectively deployed and have an impact on academy and Trust priorities
- Develop a Performance management system and process that ensures high levels of accountability and impact on educational standards
- Review the impact of academy leaders work with the University of Chichester and other partners, in line with Trust and academy priorities
- Ensure staffing meets pupil needs and academy priorities
- Support the wellbeing and development of staff, including leaders, through policy, initiatives, structures and training opportunities to positively impact on standards, meeting mandatory requirements, and support succession planning
- Review the school's approach and access to the apprenticeship levy fund in the recruitment, upskilling and retention of staff
- Review pay increments, pay awards and allowances to ensure applied consistently across the Trust and that applications to UPR are approved centrally for consistency and determined against any allowances awarded

- Holding executive leaders to account for the performance management and impact on pupil outcomes of all staff
- Ensure staff employed, trained and supported enable the Trust to realise its ambitions and priorities
- Ensure that a diverse workforce is in place across the Trust

**Finance**

<ul style="list-style-type: none"> <li>Seek assurances through Headteacher reports and communication with the central team on the impact of funding for learning and development of identified pupils and that action plans on academy premia funding have had an impact on pupils outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all public funds are used to advance education and meet pupil needs</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the Trust's financial sustainability and its ability to operate as a going concern – <i>as a single entity the Trust must 'have sufficient funds to pay its obligations, such as payroll, trade creditors, and so on, as they fall due, over at least the next 12 months from the date of approval of the financial statements'.</i></li> </ul>
<ul style="list-style-type: none"> <li>Receive assurance that financial efficiencies are being achieved and resources are being utilised effectively to deliver positive impact and cut wastage where possible.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the Trust dividend is explicitly making a difference to all staff, pupils and communities</li> </ul>	
<ul style="list-style-type: none"> <li>At the beginning of the autumn term and end of the spring term, seek assurances from the central team on the academy's financial performance. Consider financial information on key performance indicators compiled by the central team to monitor the impact. This include advice from the executive on financial decisions made to achieve Trust priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all finances are well managed and maintained within agreed parameters</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the Trust manages its investments and financial risks to support its long-term sustainability plan.</li> </ul>
<ul style="list-style-type: none"> <li>Support financial sustainability by seeking opportunities for increase of income and cost efficiencies. Seek assurances from the central team that annual budget process has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staffing costs across the Trust are affordable and balanced to create a positive impact on academy and Trust priorities</li> <li>Discuss equity and fairness to understand the impact of staffing utilisation on costs, to improve on the outcomes of all pupils and hold leaders to account.</li> </ul>	
<b>Premises and Health &amp; Safety</b>		
<ul style="list-style-type: none"> <li>Review Health and Safety findings with Headteacher to be satisfied that appropriate training and support has been identified and scheduled for all staff and governors to be safe and know how to keep all pupils safe</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all H&amp;S standards are met and there is a clear Premises and Estates management plan</li> <li>Ensure procedures are in place related to Health and Safety and that actions are swiftly taken to address identified areas of concern</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety (H&amp;S) responsibilities and duties and management of Trust's estate</li> </ul>

Approved by Board 23 October 2024