

CfBT Schools Trust Scheme of Delegation (Revised September 2018)

	Board of Trustees non-delegated responsibilities	Responsibilities delegated by the Board to the Education Executive Team (EET)	Responsibilities delegated by the Board to headteachers*	Responsibilities delegated by the Board to the Local Governing Body (LGB)
Responsibilities	<p>Level of responsibility: strategic</p> <ul style="list-style-type: none"> ▪ develop the vision, ethos and strategic direction of the Trust ▪ hold the EET to account for the educational and financial performance of the Trust ▪ ensure public money is well spent 	<p>Level of responsibility: executive</p> <ul style="list-style-type: none"> ◆ lead, deliver, monitor and challenge implementation of Trust strategy ◆ support the Trustees in fulfilling their responsibilities ◆ ensure the educational and financial performance of the schools ◆ ensure public money is well spent 	<p>Level of responsibility: operational with strategic management at local level within the overall CST strategy</p> <ul style="list-style-type: none"> • lead the development of the vision, ethos and strategic direction of the school • lead, manage and deliver the implementation of Trust and in-school strategies within their school • lead on the educational and financial performance of the school • ensure public money is well spent 	<p>Level of responsibility: accountable to the Board with specific delegation for strategy, monitoring, support and challenge within their school</p> <ul style="list-style-type: none"> ✦ work in partnership with the Headteacher to develop the school vision, ethos and strategic direction within the overall Trust strategy and local context ✦ utilise skills and expertise to the benefit of the school ✦ support the Education Director in holding the Headteacher to account for the educational and financial performance of the school ✦ ensure public money is well spent
Strategic planning schedule				
Planning	<ul style="list-style-type: none"> ▪ agree Trust Development Plan (TDP) 	<ul style="list-style-type: none"> ◆ develop, propose, gain agreement from Trustees on implementation of the Trust Development Plan (TDP) ◆ quality assure and sign off each school's development plans(SDP) and monitor and support their implementation ◆ monitor and challenge schools through the target setting/school improvement planning cycle ◆ monitor and challenge the Partnership Development Plans (PDP) 	<ul style="list-style-type: none"> • develop, propose, and gain agreement for the SDP at Trust and school level, setting targets as appropriate • deliver the SDP 	<ul style="list-style-type: none"> ✦ receive, comment and contribute to the SDP and monitor its impact
Standards				
Data	<ul style="list-style-type: none"> ▪ monitor and challenge the overall outcomes of the Trust 	<ul style="list-style-type: none"> ◆ scrutinise and challenge pupil attainment, progress and school interventions, ensuring that they are sufficiently stretched, challenged and supported in their learning ◆ set and monitor minimum/maximum attainment and progress targets for each school ◆ monitor school tracking procedures to ensure data is robust and secure ◆ determine tools, including appropriate training, for tracking data and carrying out analysis ◆ set and clearly communicate criteria for school predictions and target setting at school level ◆ monitor and challenge progress toward the achievement of targets and take appropriate action when vulnerabilities are identified by any part of the Trust ◆ provide appropriate challenge mechanisms for failure at any level of the Trust 	<ul style="list-style-type: none"> • ensuring all pupils make at least the agreed expectation of progress within their school • track and analyse student attainment and progress • develop support interventions for the able, and all vulnerable groups • drive and deliver school improvement by using school tracking procedures • ensure data is robust and secure through termly pupil performance meetings • propose minimum/maximum attainment and progress targets for the school • comply with criteria for school predictions and target setting • monitor progress toward the achievement of targets and take swift action when vulnerabilities are identified 	<ul style="list-style-type: none"> ✦ monitor and challenge student attendance, attainment and progress data as reported in the Headteacher termly summary

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Teaching & learning	<ul style="list-style-type: none"> to oversee the quality of teaching and learning across the Trust, and comment and challenge. 	<ul style="list-style-type: none"> maintain and continually improve the quality of teaching and learning across the Trusts by monitoring, challenging and improving practice as well as identifying opportunities for continual professional development share Trust-wide good practice 	<ul style="list-style-type: none"> maintain and continually improve the quality of teaching and learning in their school address underperformance of teaching where identified share good practice within school and across Trust identify areas for improvement and implement remedies 	<ul style="list-style-type: none"> promote and encourage high quality teaching in the school scrutinise the Headteacher's assessment of teaching in the school as reported in the Headteacher termly summary
Curriculum	<ul style="list-style-type: none"> establish the Trusts strategic curriculum vision and structure 	<ul style="list-style-type: none"> propose and gain agreement on Trust's curriculum vision and structure and implement 	<ul style="list-style-type: none"> develop the school curriculum within the Trust curriculum vision and strategy 	<ul style="list-style-type: none"> ensure the school curriculum reflects the school's vision and meets the needs of the school community review school curriculum structures and support and challenge the Headteacher when discussing changes
Performance	<ul style="list-style-type: none"> monitor and challenge the performance of Trust schools 	<ul style="list-style-type: none"> support and challenge schools in improving their Ofsted judgement or maintaining an outstanding judgement monitor and challenge the schools' self-evaluation and recommend improvements monitor and challenge the headteacher termly summary of the school 	<ul style="list-style-type: none"> publish school self-evaluation and act on Trust recommendations for improvement publish a headteacher termly summary of the school act and deliver on inspection recommendations 	<ul style="list-style-type: none"> receive and comment on the school self-evaluation judgements receive and comment on Headteacher's termly summary report, reporting any concerns to the Headteacher and EET
Safeguarding				
Safeguarding	<ul style="list-style-type: none"> responsible for the welfare and safeguarding of all pupils and staff. 	<ul style="list-style-type: none"> Lead on ensuring high standards of Safeguarding across the Trust provide and update safeguarding policies, and signpost training programmes provide rapid response support for staff allegations monitor updating of the single central register (SCR) in schools and take action when this is not the case monitor schools are dealing with issues appropriately and provide support to schools lead on issues or concerns relating to the Headteacher conduct annual safeguarding audits, report findings to Trustees and direct remedial action analyse trends and concerns across the Trust, directing support or remediation 	<ul style="list-style-type: none"> establish and maintain the schools' SCR ensure recruiting staff complete and update safer recruitment training comply with the safeguarding policies and report all serious incidents to the EET, social care or LSCB as appropriate report incidents, trends, referral frequency and training needs to the EET respond to and implement recommendations from Safeguarding audits 	<ul style="list-style-type: none"> be aware of safeguarding and child protection policies and procedures escalate any concerns on Safeguarding in line with the Trusts' policy receive and comment on safeguarding audit reports. have oversight of support for Looked After Children and young carers
Workforce				
Policy	<ul style="list-style-type: none"> approve all employee contracts and HR policies 	<ul style="list-style-type: none"> determine human resources policy and procedures for the Trust including performance management oversee the Trust's strategy on staff well being consult with Trade Unions on policies and disputes 	<ul style="list-style-type: none"> implement all Trust HR policies and strategies 	<ul style="list-style-type: none"> oversee the school strategy for staff wellbeing

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Recruitment	<ul style="list-style-type: none"> appoint the CEO, supporting him or her in the recruitment of other senior EET posts. 	<ul style="list-style-type: none"> provide Trust recruitment procedures approve employment contracts for all staff appoint staff with Trust-wide responsibilities. recruit headteachers and deputy headteachers supported by the Chair of the LGB support schools with the recruitment and retention of high-caliber teaching and associate staff 	<ul style="list-style-type: none"> appoint all school staff other than the Headteacher and Deputy Headteacher following Trust guidance. ensure Safer Recruitment Policy and procedures are fully adhered to 	<ul style="list-style-type: none"> support the EET in the recruitment of school headteachers and deputy headteachers
Performance management	<ul style="list-style-type: none"> set pay, conditions and performance management arrangements for all staff manage performance of CEO setting and reviewing annual targets approve pay awards for the EET and headteachers 	<ul style="list-style-type: none"> performance-manage headteachers set headteacher pay levels and recommend annual pay awards to the Trustees review deputy headteacher pay levels and annual pay awards chair the pay committee for schools and monitor and challenge outcomes of performance management CEO performance-manage other members of the EET setting and reviewing annual targets approve dismissals, redundancies and terminations of staff 	<ul style="list-style-type: none"> ensure all staff are performance-managed in accordance with the Trust policy implement an appropriate people strategy in accordance with Trust policies performance-manage line managers or direct report roles overview outcomes of staff performance management and report vulnerabilities and training needs to EET obtain approval from EET for dismissals, redundancies or terminations of staff 	<ul style="list-style-type: none"> assist the Headteacher by convening disciplinary and grievance panels support the Education Director with the performance management of headteachers
Training	<ul style="list-style-type: none"> identify Trustee training needs and ensure knowledge is current and updated 	<ul style="list-style-type: none"> identify CST and Board training needs and ensure knowledge is current and updated provide clear guidance for minimum requirements around experience and/or training for LGBs collect training needs analysis from schools and co-ordinate CPD and other educational / training programs for all staff deliver leadership induction and training for headteachers and aspiring leaders across CST 	<ul style="list-style-type: none"> identify training for their own and staff training needs, evaluate and feed back to the EET on the efficacy of CPD and education programs 	<ul style="list-style-type: none"> identify Local Governors' training needs and liaise with the EET to ensure knowledge is current and updated
Policy compliance				
Policies	<ul style="list-style-type: none"> approve and monitor the framework for policy approval approve statutory policies 	<ul style="list-style-type: none"> publish and obtain approval for mandatory and best practice policies in accordance with the policy framework monitor implementation and compliance with Trust policies 	<ul style="list-style-type: none"> implement and comply with Trust policies feedback to the Trust on the impact of policies in the school context develop school procedures and policies (if required) 	<ul style="list-style-type: none"> receive and feedback on Trust policies in the local context ensure school procedures are aligned to Trust policies oversee school compliance and report concerns to Headteacher and/or EET
Complaints	<ul style="list-style-type: none"> resolve complaints in line with the Trust Complaints Policy 	<ul style="list-style-type: none"> have a clear complaints policy and procedure that is communicated to all parties resolve or escalate complaints in line with the Trust Complaints Policy 	<ul style="list-style-type: none"> resolve or escalate complaints in line with the Trust Complaints Policy 	<ul style="list-style-type: none"> resolve or escalate complaints in line with the Trust Complaints Policy
Admissions	<ul style="list-style-type: none"> approve admissions policies for all schools 	<ul style="list-style-type: none"> ensure up to date and compliant admissions policy for all schools obtain approval for changes in PAN and Admissions policies proposed by schools 	<ul style="list-style-type: none"> comply with CST Admissions Policy template and timelines report proposed changes to PAN or school Admissions Policy to ED 	<ul style="list-style-type: none"> feedback on the school Admissions Policy to the Headteacher and EET taking into account the local context act as admissions authority for in-year and over PAN admissions reporting to LA and EET

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Behaviour	<ul style="list-style-type: none"> establish the Trust strategy on behaviour 	<ul style="list-style-type: none"> monitor exclusions across the Trust provide guidance and support on all appeals processes 	<ul style="list-style-type: none"> ensure compliance with regard to staffing/admissions/discipline/exclusions/appeals/H&S/PP & FSM/SEND, LAC etc consult ED on potential permanent exclusions report panel decisions to the ED 	<ul style="list-style-type: none"> overview behavior, exclusions and racists incidents within the school and report concerns to the Headteacher and EET convene disciplinary and exclusion hearing and appeals, as required report panel decisions to the Headteacher and EET
School day		<ul style="list-style-type: none"> set parameters for the times of school sessions, school term dates and inset days. 	<ul style="list-style-type: none"> set and publish the times of school sessions and the dates of school terms and holidays within parameters agreed by EET. 	<ul style="list-style-type: none"> feedback on the proposed school dates and times taking into account local context.
Finance and Estates				
Budget	<ul style="list-style-type: none"> approve the Trust budget and monitor its delivery throughout the year 	<ul style="list-style-type: none"> set the framework and assumptions for school budgets challenge and agree annual budget for each school approve all school staffing structures and restructure proposals 	<ul style="list-style-type: none"> develop and maintain the school's budget within the framework set by the EET seek LGB and EET approval for expenditure out of approved budget review staffing structure for efficiency and affordability 	<ul style="list-style-type: none"> receive and comment on the school budget monitor delivery of the school budget escalating concerns to the Headteacher and EET support the school in maximizing local opportunities to generate additional income through the local community
Controls	<ul style="list-style-type: none"> ensure effective financial management of the Trust 	<ul style="list-style-type: none"> publish and communicate CST Financial Handbook and monitor financial procedures across CST schools set, monitor and challenge progress towards financial targets monitor schools against budget and ensure school deals with variances swiftly 	<ul style="list-style-type: none"> comply with the requirements of the CST Financial Handbook meet financial targets and report any financial vulnerabilities to EET ensure delivery of the approved budget or better 	<ul style="list-style-type: none"> receive financial audit reports, escalating concerns to the Headteacher and EET support the Headteacher in the delivery of the schools' approved budget understand and monitor impact of the school strategy for Pupil Premium and Sports Grant
Capital	<ul style="list-style-type: none"> approve capital expenditure plan for the Trust approve the overall strategic plan for capital expenditure taking into account the strategic plans of each school 	<ul style="list-style-type: none"> set priorities for capital expenditure across CST to develop and monitor a estates strategy to ensure that all property remains 'fit for purpose' to lead project management arrangements for major capital projects 	<ul style="list-style-type: none"> develop a building strategy for the school in conjunction with EET and Trust Property Manager ensure proposals about capital expenditure priorities are submitted to Trust Property Manager. 	<ul style="list-style-type: none"> be aware of school condition survey and escalate concerns to Headteacher and EET feed into the school building strategy local expertise and knowledge
Procurement	<ul style="list-style-type: none"> take a strategic view of Trust-wide resources 	<ul style="list-style-type: none"> provide strategic leadership and support in best value procurement across the Trust procure Trust-wide resources that will improve outcomes for pupils and schools ensure compliance with public procurement requirements 	<ul style="list-style-type: none"> procure resources in accordance with Trust guideline 	<ul style="list-style-type: none"> scrutinise and challenge best value judgements on procurement proposals.
Liabilities	<ul style="list-style-type: none"> approve any long-term commitments or liabilities of more than one year 	<ul style="list-style-type: none"> approve and monitor any long-term commitments or liabilities of more than one year. 	<ul style="list-style-type: none"> consult with the EET on any long-term commitments or liabilities. 	
Risk management				
Risk	<ul style="list-style-type: none"> oversee, review and challenge Trust strategic risk register 	<ul style="list-style-type: none"> develop and monitor risk management processes across the Trust and support schools to take appropriate mitigating action create and maintain Trust strategic risk register execute and oversee risk mitigation and related actions 	<ul style="list-style-type: none"> compile risk register for school and ensure potential risks are mitigated in school procedures/improvement plans procure suitable insurance cover including motor transport insurance 	<ul style="list-style-type: none"> review the school's risk management register and escalate concerns to the Headteacher and EET

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Health & safety	<ul style="list-style-type: none"> receive and challenge reports on critical incidents 	<ul style="list-style-type: none"> monitor health and safety issues and incidents, provide support when necessary provide guidelines, procedures and training for schools on Health and Safety commission audits to evaluate Health and Safety compliance 	<ul style="list-style-type: none"> maintain school's facilities and ensure H&S requirements are adhered to implement Trust guidelines and procedures ensure relevant staff are suitably trained 	<ul style="list-style-type: none"> receive Health and Safety audit reports and escalate concerns to Headteacher and EET
Business continuity	<ul style="list-style-type: none"> approve business continuity strategy. 	<ul style="list-style-type: none"> set the framework and provide guidance to schools on business continuity arrangements. review schools' business continuity arrangements 	<ul style="list-style-type: none"> develop, gain approval and implement a critical incident plan for the school. 	<ul style="list-style-type: none"> discuss and feedback on business continuity plan.
Collaboration				
Internal relationships	<ul style="list-style-type: none"> promote collaboration between Trust schools maximise the opportunities of being part of the wider Education Development Trust group 	<ul style="list-style-type: none"> coordination of sharing of resources and best practice across the Trust accessing Ed Dev's wider resources and research for the benefit of CST schools maximising the opportunity for international school links develop and coordinate a systemised approach for disseminating good practice, that is accessible by all members of the Trust 	<ul style="list-style-type: none"> share good practice across other Trust schools. develop and model a culture of collaboration within the school, Trust and wider community 	<ul style="list-style-type: none"> provide feedback from the community on the school and the Trust participate in Trust-wide forums and events support the school in marketing and PR identify and broker support for the school from the wider local community
External relationships	<ul style="list-style-type: none"> build relationships with external organisations that can add value to the Trust 	<ul style="list-style-type: none"> lead collaboration with organisations beyond the Trust manage relationships with the DfE/ESFA, LAs and other external agencies liaise other MATs, NSCL and others to ensure the interests of the Trust and member schools are well represented 	<ul style="list-style-type: none"> establish/maintain relationships with the LA and other external agencies who support student learning and their social needs. 	<ul style="list-style-type: none"> collaborate with Trust groups and parents and the local community
Communication				
Internal	<ul style="list-style-type: none"> promote effective communication between Trustees, EET and LGBs 	<ul style="list-style-type: none"> ensure there is effective communication between Trustees, staff, LGBs, and all stakeholders develop communication mechanism between the schools communicate local views to Trustees and vice versa 	<ul style="list-style-type: none"> ensure there is effective communication between the Trust, the school, LGB, parents, pupils and the local community communicate satisfaction or concerns to the EET 	<ul style="list-style-type: none"> advocate for the school community ensure there is effective communication between the Trust, the school, parents, pupils and the local community communicate satisfaction or concerns to the EET or Trust Board if appropriate
Stakeholders	<ul style="list-style-type: none"> set the expectation for parental engagement and pupil voice activities 	<ul style="list-style-type: none"> evaluate the level of parent engagement and pupil voice activities in schools review school analysis of response from parent engagement and pupil voice activities 	<ul style="list-style-type: none"> promote high levels of parental support undertake annual pupil and parent satisfaction surveys and publish reports analyse responses from parent engagement and pupil voice activities 	<ul style="list-style-type: none"> encourage and monitor appropriate parental and other stakeholder input into the school seek and discuss feedback on pupil leaders and pupil voice activities oversee the pupil experience
External	<ul style="list-style-type: none"> communicate with the press and media on matters having a bearing on the national reputation of the Trust ensure that all issues that put the reputation of the Trust at risk are reported to EDT 	<ul style="list-style-type: none"> communicate with the press and media on matters having a bearing on the national reputation of the Trust and ensure that all issues that put the reputation at risk are reported to Trustees. support schools in managing press and media communication increase the national profile of the Trust 	<ul style="list-style-type: none"> communicate with press and media on all matters relating to the school ensuring appropriate escalation to the EET and Trust Communications Manager where required. 	<ul style="list-style-type: none"> participate in community activities and increase the profile of the school with local stakeholders

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Brand	<ul style="list-style-type: none"> ▪ determine and approve the Trust brand 	<ul style="list-style-type: none"> ◆ communicate and ensure correct use of Trust branding 	<ul style="list-style-type: none"> • comply with the Trust's branding requirements 	<ul style="list-style-type: none"> ◆ comply with the Trust's branding requirements ◆ contribute to maximizing the value of the school's distinctive character

