

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.

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

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 PRIORITIES

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. 2022/23 priorities focus on:

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

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway

Collective Responsibility

Invest in and support our staff to that they collaborate to strategically raise standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity

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

Strategic Leadership, Community and Compliance

Local Governing Body	Executive Team	Trust Board
Focus: Strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community	Focus: Responsible for ensuring the impact of Academy leaders, Academies and SCITT	Focus: Accountable for all areas of our Trust (Academies and SCITT)
<ul style="list-style-type: none"> LGB to act strategically whilst maintaining a school level perspective with understanding of the Trust's collective strategic ambitions and priorities 	<ul style="list-style-type: none"> 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 Ensure all academies take account of their local community context when developing their academy priorities and education Ensure all academies collective endeavours allow Trustees to maintain a clarity of vision, ethos and strategic direction 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 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 	<p>The trustees should focus on three core functions:</p> <ul style="list-style-type: none"> ensuring clarity of vision, ethos and strategic direction holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff overseeing and ensuring effective financial performance <ul style="list-style-type: none"> Meet Equality Act 2020 duties and ensure diversity in recruitment of all staff, including Governors to LGBs and Trustees Ensure all academies operate in line with Trust vision, ethos and priorities Ensure effective governance of the Trust, including in its recruitment and intervening where and as appropriate if Academy standards fail
<ul style="list-style-type: none"> Uphold the constitution of the Local Governing Body as detailed in 4.1, 4.4, 4.5 and 4.6 of the Scheme of Delegation and Terms of Reference, assigning named governors to designated roles 		
<ul style="list-style-type: none"> Ensure governors recruited contribute to the collective LGB skills, experience and community knowledge, to effectively act as critical friend to the SLT 		
<ul style="list-style-type: none"> 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 		
<ul style="list-style-type: none"> Identify how Academy leaders and LGB will work with other academies to fulfil J2E priorities 		
<ul style="list-style-type: none"> Receive assurances of how governors' local knowledge is used to inform curriculum developments and other strategic plans 		
<ul style="list-style-type: none"> Seek reassurance that academy leaders are successfully addressing equality, diversity and inclusivity priorities within the locality of the school and meeting their commitments and obligations set out in Trust's Equality, Diversity and Inclusivity Policy and the academy's equality action plan linked to the J2E 		
<ul style="list-style-type: none"> Seek reassurance the academy is compliant with data protection/GDPR requirements, including the reporting of breaches to the DPO and that processes are in place that mitigates risk of future potential breaches 		
<ul style="list-style-type: none"> Review the impact of academy leaders work with the University of Chichester, in line with Trust and academy priorities 		

Safeguarding and Child Protection

Local Governing Body	Executive Team	Trust Board
<ul style="list-style-type: none"> Receive evidence of the completion of termly checks of the SCR by the AIP and that actions have been swiftly followed up by the school. Alert HT and Executive Team if there are outstanding concerns to be addressed 	<ul style="list-style-type: none"> Ensure all academies meet their Safeguarding and Child protection responsibilities through the curriculum and partnership with external agencies To maintain robust and effective Safer recruitment practices so that staff and pupils are kept safe Ensure procedures are in place related to Health and Safety and that actions are swiftly taken to address identified areas of concern Ensure all academies develop and maintain a strong safeguarding culture Ensure that no children are missing education Ensure all academies maintain high levels of pupil attendance and low rates of absence, including unauthorised absence 	<ul style="list-style-type: none"> Meet Safeguarding and child protection statutory and legal duties in line with govt guidance, including Prevent and KCSIE 2022 Health and Safety (H&S) responsibilities and duties and management of Trust's estate
<ul style="list-style-type: none"> By 2024/25 receive confirmation that all staff have a had a DBS check within the last 5 years 		
<ul style="list-style-type: none"> Review the reporting of low-level concerns for assurance that appropriate and swift action has been taken to resolve and to mitigate future risk, and that there are no patterns of regularity over the long term 		
<ul style="list-style-type: none"> Ensure the school undertakes an annual Safeguarding Audit and that the action plan is fit for purpose, and outcomes reported to the Executive Team and Trustees 		
<ul style="list-style-type: none"> Hold Headteacher to account for ensuring 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 		
<ul style="list-style-type: none"> 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 		
<ul style="list-style-type: none"> 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 		
<ul style="list-style-type: none"> 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 		
<ul style="list-style-type: none"> Review unauthorised absence and hold academy leaders to account for reducing percentages each month. 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 		
<ul style="list-style-type: none"> Seek reassurance that the impact of attendance strategies, including any use of premia to engage parents and pupils increases rates of attendance 		
<ul style="list-style-type: none"> 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 		
<ul style="list-style-type: none"> 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. 		

Curriculum and Standards

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)
<ul style="list-style-type: none"> • Ensure leaders are held to account for developing pedagogy and a curriculum that reflects the ambitions and richness of the local community and is evidence based/informed • 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 • Challenge academy leaders to make explicit how pedagogical development and the school curriculum helps all pupils to understand more about the diverse community, society and world they live in and are part of • Receive updates on opportunities for pupils to develop team work and leadership skills from Early Years to KS4. • Hold the Headteacher to account for the progress pupils make and standards achieved by the academy and work with the Executive team to identify cross-Trust partnerships, peer reviews and support • Hold Academy leaders to account to ensure equality and diversity is embedded in the curriculum and which contributes to creating an inclusive community • 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 • Receive updates on each foundation subject's development in line with Trust expectations and most up to date research • Receive information on the extended schools' agenda to be assured of the effectiveness and standard of the activities and that they align with the ethos and values of the academy and Trust 	<ul style="list-style-type: none"> • Ensure the designed curriculum meets pupil needs so that they become learners who are of benefit to themselves and society • Ensure that academy finances, public funds, are used to develop a strong and effective education for all pupils, in line with SFA and MFA • Ensure all staff engage in evidence-based/informed practices, drawing on bodies of knowledge and research • Ensure that all pupils build knowledge across all subjects and areas of learning from EY to KS4, in line with Trust policy and guidance • Ensure all pupils, including those with SEND, Disadvantaged and EAL, learn and achieve more, making strong progress and attaining high standards • To ensure all Foundation Subjects are well planned and effectively taught in all academies and draw on a strong evidence base • To ensure sufficient support is available to develop and quality assure impact of pedagogy through Trust internal and University partnership 	<ul style="list-style-type: none"> • Ensure Trust meets regulator standards and provides a high quality of education for all pupils • Ensure Trust's use of public funds advance education by achieving (value for money) economy, efficiency and effectiveness • Maintain probity as required within Academy Trust Handbook (ATH), Articles of Association (AoA), MFA • Meet needs of pupils with SEND, Disadvantaged and those for whom EAL

Accountability, Finance, Compliance and Impact of Funding

Local Governing Body	Executive Team	Trust Board
<p>Focus: 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>Focus: Responsible for ensuring the impact of Academy leaders, Academies and SCITT</p>	<p>Focus: Accountable for all areas of our Trust (Academies and SCITT)</p>
<ul style="list-style-type: none"> • Critically review action plans related to academy premia: Pupil Premium; Catch Up funding; Sports and PE Premium; High Needs and SEND funding and other delegated funds 	<ul style="list-style-type: none"> • Ensure all public funds are used to advance education and meet pupil needs • Ensure the Trust dividend is explicitly making a difference to all staff, pupils and communities • Ensure that all finances are well managed and maintained within agreed parameters • Ensure staffing costs across the Trust are affordable and balanced to create a positive impact on academy and Trust priorities • Ensure all H&S standards are met and there is a clear Premises and Estates management plan 	<ul style="list-style-type: none"> • 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> • Ensure the Trust manages its investments and financial risks in order to support its long-term sustainability plan.
<ul style="list-style-type: none"> • Identify impact of funding on the learning and development of identified pupils, including support for families/parents and carers 		
<ul style="list-style-type: none"> • Discuss equity and fairness in relation to impact of staffing costs, including those on UPR and use of Teaching Assistants, on the outcomes of all pupils and hold leaders to account for identified shortfalls 		
<ul style="list-style-type: none"> • Ensure leaders consider financial efficiencies when structuring the curriculum timetable and those to be gained through group purchasing and sharing of human resources 		
<ul style="list-style-type: none"> • Ensure that Management Accounts are reviewed termly against Academy priorities and strategic aims of the Trust 		
<ul style="list-style-type: none"> • Receive a rolling 1-3-year Budget and review with the Headteacher and Business Manager opportunities for increase of revenue and cost efficiencies, ensuring financial sustainability, in line with the school development plan and the Trust finance strategy 		
<ul style="list-style-type: none"> • Review expenditure where a competitive process is required to ensure the academy is compliant with the Trust finance regulations and procedures 		

People and Structures: Human Resources

Local Governing Body	Executive Team	Trust Board
<p>Focus: 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>Focus: Responsible for ensuring the impact of Academy leaders, Academies and SCITT</p>	<p>Focus: Accountable for all areas of our Trust (Academies and SCITT)</p>
<ul style="list-style-type: none"> • Discuss whether proposed staffing meets pupil needs, academy priorities and financial situation 	<ul style="list-style-type: none"> • 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 • 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 • Ensure equity of pay across the Trust 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 		
<ul style="list-style-type: none"> • Receive a report on the progress of apprentices and staff undertaking apprenticeships, and the utilisation of the apprenticeship levy 		
<ul style="list-style-type: none"> • Contribute to the effective performance management of the Headteacher 		
<ul style="list-style-type: none"> • Ensure that any proposed pay increment awards and applications to UPR are discussed by LGB ahead of approval by the Executive team 		
<ul style="list-style-type: none"> • 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 		
<ul style="list-style-type: none"> • Seek assurance that staff and governors have completed all mandatory training within the required time period 		