



# Headteacher Handbook

2023-2024

*Our vision is to enable all to flourish.*



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## Foreword from the CEO

Welcome to the 2023-24 headteacher handbook. This document has been updated since last year in response to your feedback, updated policies and procedures, and changes in the educational landscape. Please schedule some time to read it through. It is a key document for your role and is **essential** reading for identifying some of the key elements of the vital role of headteacher within our Trust.

Our Trust is founded on shared values and principles. Together the Trust Board, central team and school communities form one organisation focussed on providing children of all faiths, and none, with excellent educational provision in a caring and supportive Christian ethos. We are a growing organisation starting this academic year with **21** schools, just over 4,000 pupils, 650 staff and an annual turnover of almost £12,000,000.

Supporting our individual schools to be confident, outward-facing and responsive to the needs of their unique locality is core to who we are. This is coupled with a strong sense of 'together we are something more than ourselves' – we celebrate successes, share good practice and provide support for one another when times are tricky. We believe that 'school is Trust is Trust is school.

I firmly believe that a DGAT school is a special place where the uniqueness of an individual school meets the power of collective capacity - together we are stronger as we seek to unlock the potential within our family.

As Headteachers, you are not only highly valued as the most senior leader within your school but also as part of the overall Trust leadership team. Your contributions to the Trust's vision, strategy and direction through regular Headteacher huddles, business meetings and interactions with the central team are essential in supporting the Trust Board in its work to **ensure that the Trust is as successful as it can be for the benefit of our children**

Together we are all working towards:

- educational excellence with the needs of the child at the heart of our decision making
- high expectations matched with nurture, support and challenge to enable staff and pupils to reach their full potential
- equal value being placed on all members of the Trust community
- high moral and ethical standards
- excellent pupil outcomes.

There are other sources of information to support you in your leadership, for example the scheme of delegation (a copy of this is included in this handbook at Appendix 4), the Trust website and the suite of policy documents.

With my thanks for the leadership that you provide for our staff and the children in your care.



Canon Rachel Howie  
Chief Executive Officer

## 1. Purpose

This handbook is a practical resource for Headteachers, to enable a clear understanding of what it means to be a custodian leader of one of the Trust's family of schools. It further provides an overview of the support, relationships, and lines of accountability within the Trust. If, after reading it, you have any questions, please do not hesitate to contact the CEO.

The Trust Board is ultimately responsible for the performance of each school, however it holds the view that there should be a balance between standardisation, alignment and local decision making across the organisation. The Board recognises the importance of ensuring that local context plays a key role in the organisation and running of each school. It also recognises the value in centralising a range of functions to support the whole organisation. In practical terms, the delegation of the day-to-day leadership of each school to headteachers and local governing boards is achieved through the scheme of delegation. It is important that leaders, including local governors are familiar with this document – please see Appendix 4.

## 2. The Diocese of Gloucester: some context

### Overview

The Diocese of Gloucester was one of the first Church of England dioceses to create a MAT. The Diocese, through the Board of Education (DBE), has developed a strong accountability and support structure around the Trust so that the aims and vision for excellent education can be realised. The DBE appoints the Members of the Trust.

### Diocesan Board of Education Team

While the Trust has the overall responsibility and accountability for its family of schools, the DBE retains oversight of the Christian character, collective worship, the appointment of Foundation Governors and RE provision for all Church of England schools. This means that the support structures and training opportunities from the DBE Education team remain an important part of the school improvement journey for DGAT schools. The training offer can be found on the Diocesan website in the schools' section – [here](#).

The DBE team has high levels of expertise and experience in providing schools with:

- training, support and challenge in all aspects of the national CofE vision for education, RE, Christian character, collective worship, SIAMS and the development and implementation of a unique school Christian vision
- support with foundation governor appointments, understanding and implementing the national CofE vision for education, monitoring the Christian character of schools
- supporting the Statutory Inspection of Anglican and Methodist School (SIAMS) and Christian distinctiveness

## 3. Code of conduct

The ethos, values and relationships within and across the Trust are central to our Christian foundation. Relationships should be professional, reasonable and mutually respectful at all times.

The Trust's staff code of conduct has been formulated to ensure the highest standards of conduct within Trust. It applies to all DGAT staff, whether paid or unpaid, whatever their position, role or responsibilities, including supply teachers. This includes trustees, local governors, contractors and volunteers. The document is available in the password protected area of the DGAT website.

Headteachers should make all staff aware of this, especially at the beginning of the academic year, and ensure it is always applied.

#### 4. Specific responsibilities – the central team

The role of the central team is to ensure the effective use of the resources available across the organisation, maximising the funding available to support teaching and learning, ultimately ensuring that our children achieve the best possible outcomes when they leave us.

The Executive Leadership Team (ELT) comprises the CEO, DCEO, Head of Finance, Head of Business and Operations and **Head of Governance and People**. They work together to provide strategic and operational leadership for the Trust under the direction of the Trust Board. The Board holds the ELT accountable for the performance of the Trust. (see Appendix 1 and 2 for organisational charts). The ELT ensure there is a high level of support for schools along with appropriate monitoring and challenge.

- The CEO is responsible for leading the Executive Team, enabling the Trust and all its schools to be successful and sustainable over time and for ensuring that all the statutory and legal responsibilities of the Trust are met. The CEO provides high level strategic leadership and management across all aspects of the Trust's activities, ensuring that the Trust provides high quality education for all its pupils through the effective use of resources and people. The CEO, along with the DCEO, provides line management for Headteachers.
- The DCEO works closely with the CEO and deputises as required. The DCEO is responsible for overseeing, quality assuring and directing the work of the school effectiveness team. This is to ensure that standards are raised, where necessary performance is challenged, and school effectiveness including compliance with Ofsted, SIAMS and DfE requirements is well supported. The DCEO is also responsible for safeguarding across the Trust.
- The **regional effectiveness leads** (RELs) work across all schools on a geographical basis to give additional capacity to support improvement in standards and effectiveness in all areas of teaching and learning. They give additional support to specific schools that are identified as vulnerable in some way. They also add extra capacity to schools for specifically identified projects.
- The quality assurance lead (QAL) oversees all schools to fulfil the following purposes:
  - to offer expert validation of judgements relating to achievement and quality of teaching and learning
  - to provide an objective and consistent overview across all schools
  - to ensure that the highest standards are being sustained in good or better schools
  - to ensure that the support and challenge in schools where rapid improvement is needed is effective and having a positive and measurable impact.
- The Head of Finance oversees all aspects of the financial management of the Trust, leading on the strategic direction of the finance functions and ensuring all statutory financial returns are completed. The Head of Finance is responsible for the strategic oversight of individual school budgets and for providing support and challenge as required. The Head of Finance directs the work of the central finance team.
- The Head of Business and Operations is responsible for the strategic development of the estate and has oversight of compliance across the organisation. The Head of Business and Operations manages central contracts and is responsible for the capital projects across the Trust. With the support of the project lead, the Head of Business and Operations provides direct support and advice to schools on all matters relating to premises, health and safety and compliance.
- The finance lead, together with the school's finance staff, support the headteacher in setting the budget. The finance lead will support the school in monitoring and forecasting against the approved budget and in the production of the monthly chart of accounts. To be as accurate

as possible, finance information needs to be received from the school as soon as available to them. The finance leads are also responsible for supporting with the monitoring of safer recruitment, the SCR and collecting information regarding elements of compliance.

- The Head of Governance and People is responsible for the oversight of governance, compliance and HR processes across the Trust. This role provides support and challenge for local governing boards and leads on training for governors and clerks. The Head of Governance and People also oversees the legal conversion process when schools join the Trust
- The executive assistants provide support to the executive leadership team as well as providing marketing support for the Trust. They also administer the CPDL offer for the Trust and update the Trust's website.

A full structure of the support that the Trust provides is at Appendix 6.

The Quality Assurance Lead (QAL), in conjunction with the DCEO and RELs, provides both professional challenge and support for the school, enabling networking between schools to support improvement. The QAL will, whilst following the agreed overview for the school effectiveness cycle, also tailor support in direct response to the school's needs. The QAL will feedback to the DCEO.

Trust Lead Practitioners (TLPs) are appointed by the DCEO and commissioned for six days per year to support focus schools. Support will be tailored according to schools' individual needs. They will report to the regional effectiveness leads.

The SIAMS lead (SL), will work across all schools ensuring that the core question about the effectiveness of the schools' distinctive vision in decisions made to enable all within the community to flourish and achieve.

Quality assurance from the school effectiveness team

The DCEO will:

- quality assure the work of the QAL and RELs
- receive and analyse notes of visit
- maintain an overview of any external reports (Ofsted and SIAMS) and data (DfE), and any information about support received
- use all available evidence gained throughout the academic year to support a Trust wide view about the performance of individual schools in accordance with the school effectiveness handbook
- provide feedback to the School Effectiveness Team
- provide a regular overview report to be shared with the Trust Board and the CEO.

The RELs will :

- quality assure the work of the TLPs
- receive and analyse notes of TLP visits
- provide feedback to the school effectiveness team

## 5. Specific responsibilities for headteachers

The headteacher takes responsibility for the operational systems and processes which establish and maintain a strong strategic direction within the school. Responsibilities include leading the leadership team, strategic planning, the school development plan and the related accountabilities of senior staff.

All headteachers must ensure that they meet the requirements of the headteachers standards which, although non-statutory, are an exemplar of good practice.

Many of the documents referred to in this document can be found in the password protected area of the DGAT website. The passwords for each section are as follows:

Leaders	SOLOMON
Teaching Staff	PSALMS
Admin and Finance	GENESIS
Local Governance	PROVERBS
Trustees	GENESIS
Wellbeing	SONGS

### Scheme of delegation

It is imperative that headteachers fully understand their scheme of delegation and ensure that it is implemented. (Appendix 4)

### Christian character

The headteacher is responsible for ensuring that, within all schools with a church foundation, they have developed and fully embedded their individual school Christian vision, using it as the basis for all decision making. This vision should be underpinned by a biblical narrative that is known and understood by the whole school community. It should be revisited regularly to ensure it remains relevant and lived out. It should be included in any induction for new staff. Headteachers are responsible for ensuring that the Christian values of the school are also fully embedded, exemplified by the Bible and included in daily collective worship.

Headteachers are also responsible for ensuring the overall vision of the Trust is known and understood across their staff team.

### Governance

At its meeting in July the Trust Board appoints the Chair of Governors for each school. LGBs must submit the name of their preferred candidate prior to this meeting. The Head of Governance and People should be informed of the dates of governing board meetings scheduled for the year ahead – for those schools who use GovernorHub, this can be done by using the platform's calendar function. Minutes from meetings should be shared with the Head of Governance and People in accordance with the scheme of delegation. For local governing boards using GovernorHub this is not necessary, as meeting minutes can be accessed directly from the system.

### Reporting to the LGB

The headteacher is responsible for providing reports of progress to the LGB throughout the year. At least three of these each year must be written. The Trust has a proforma for this which must be used. It is available on the Trust website and at Appendix 7. This also includes an overview of the reports, statutory and otherwise that must be produced and shared with the LGB. This report seeks to minimise the reporting requirements for headteachers whilst ensuring that local governors have the information they need to discharge their responsibilities.

### Policies

The Trust has a wide range of policies which support schools in the delivery of core functions. Some key policies are provided by the Trust and must be used in each school without any changes. Other policies require some small changes to make them relevant to individual settings. These will be reviewed appropriately by the Trust at regular intervals.

Schools are free to devise their own local policies in some areas – the Trust can offer model policies to work from if required. In addition, the Trust subscribes each school to The SchoolBus which can

also provide exemplar policies. All Trust policies are available on the password protected area of the Trust website.

Guidance is available on which policies are written centrally and those which are to be written locally in a document called *Policy Arrangements and Provision*. This can be found on the DGAT website in the Policies section.

### Performance management

All staff undertake the Trust's performance management process in accordance with the statutory time frames. The Trust documents for performance management are on the password protected area of the Trust website. Headteachers should share an overview of performance management for all their staff with governors annually. The LGB Pay Panel should approve any pay increments for the staff including where an increment may be withheld – guidance is available for the LGB Pay Panel on the DGAT website in the Local Governance area.

The DCEO undertakes the performance management of headteachers in conjunction with the Chair of Governors or a delegate from the LGB. The Trust policy and all associated documentation for undertaking this is on the password protected area of the Trust website.

### School effectiveness

Headteachers are required to fully engage with the Trust's school effectiveness cycle (Appendix 3). This schedule ensures that an accurate judgement is made about the school's current effectiveness, regardless of Ofsted category, enabling any additional support and guidance to be identified. The school effectiveness handbook had been updated for 2023-24 and it brings together all the information used to ensure that a school is effective over the course of the year. All the templates, proformas and resources for the school effectiveness team and headteacher to use have been included in the handbook. There is also a helpful subject leader handbook which contains all the information needed to effectively monitor school effectiveness across the year.

### Self-evaluation

The Trust expects all schools to complete regular self-evaluation to ensure that priorities and actions are planned according to need, and budgets are set according to these priorities. The Trust has provided a proforma for this process. It is accessible from the password protected area of the Trust website and also in the school effectiveness handbook. Schools are expected to use this proforma. At the end of the year schools will meet with the DCEO to review their effectiveness over the course of the year. At this meeting the category of support required for the year ahead will be determined.

### Academic ambitions

At the beginning of the autumn term the REL's will agree the academic ambitions for the school with headteachers and SLT. This is part of the school effectiveness cycle. When discussing these ambitions with leaders, a confidence interval will be discussed for each cohort, so that these ambitions are realistic and relate to the cohort's context. These ambitions will then be reviewed throughout the academic year alongside the Trust data drops. During these reviews, any additional support that may be needed to achieve these goals will be identified and planned.

### Curriculum

The headteacher is responsible for ensuring that the school's agreed distinctive vision underpins the curriculum that it delivers. The Trust is committed to enabling each school to determine its own broad and balanced curriculum, so that it meets the local need and context. This is within the context of the Trust's overall curriculum statement. This will ensure that the statutory requirements set out in each school's supplementary funding agreement are met. The curriculum will be broadly underpinned by the National Curriculum, but if the school has decided to deviate from the National Curriculum there will be a clear rationale for this, and an aspirational alternative will be in place which will be rigorous in

its delivery. This will have been shared with the school effectiveness team. Headteachers are responsible for ensuring the intent and implementation that they set out for their community in each aspect of the curriculum transfers to high outcomes for pupils from EYFS to Year 6.

Headteachers must ensure that leaders across the school have identified the precise curriculum knowledge, skills and vocabulary that they want pupils to learn in each sequence of teaching and the order in which they want it to be learnt. This is essential for pupils so that they are given the opportunity to revisit and build on prior knowledge. Headteachers must also ensure that leadership teams are using a range of assessment opportunities to check the impact of learning over time in **each subject** ensuring that pupils demonstrate their ability to know and remember their learning. This will be quality assured by the school effectiveness team. **The subject leader handbook gives a range of resources to support leaders in this.**

### Teaching and learning

The Trust has an overarching teaching and learning statement which has been developed by headteachers and the school effectiveness team. It outlines a set of criteria focussed on what constitutes good quality teaching and learning. **There is a separate document for Early Years practitioners.** The Trust delegates the authority to each individual teaching team to agree what this will look like in their own context. Headteachers are responsible for monitoring the quality of teaching and learning to ensure it is at least good. The DCEO, RELs and QAL triangulate this during the year through their planned visits. Where additional support is required the DCEO will ensure it is allocated accordingly.

### Assessment

The Trust has determined, through consultation with Headteachers, that the mechanism for collecting information about pupils' progress and attainment is **SONAR**. SONAR is an electronic mark book, which has a series of targets set from the National Curriculum for each year group, for all subjects. It also includes GLOW statements for mathematics. The Trust's expectation is that all schools will use all statements for EYFS and for Reading, **Phonics**, Writing and Maths and **RE** in KS1 and 2 to record progress. Other statements including a PSHE/RSHE coram life statements are also available for schools to use on an optional basis. All schools can have their own wider curriculum statements added to SONAR. Each term, a judgement will be made, using SONAR information and other available evidence, about the standard of attainment pupils have reached.

The use of SONAR enables leaders at all levels within the Trust to analyse pupils' progress. The data produced is used to review pupils' progress against the agreed academic ambitions as well as identifying curriculum gaps that need to be addressed. Headteachers will ensure that the data entered onto the system has been sampled ahead of data drops to ensure its accuracy and consistency. At the end of the academic year, data is entered onto the system to ensure that teachers' assessments can be uploaded to the Standards and Testing Agency. Before submitting any data to the STA or the LA, headteachers **must** sample the data, checking for accuracy against other information. The RELs will also quality assure a sample of these results.

In line with the DfE reducing workload agreement, the Trust has three data drop deadlines throughout the year. This allows progress and attainment information to be analysed at group, cohort, school, and Trust level. Schools will use information from these points, along with information from pupil progress meetings, to identify next steps and adaptations to teaching, learning and resourcing.

**All schools are expected to participate with Trust moderation sessions for KS2 which run in the Spring and Summer terms. This ensures consistency and accuracy across the Trust. In addition, moderation sessions for those year groups who have no statutory data to submit are also run to ensure that there**

is a consistent understanding of what ARE/GD at each year group looks like. This will also ensure that, across all year groups, aspirations remain high.

For foundation subjects, headteachers will decide on the systems and processes in each school for collecting the evidence that pupils have understood and retained the core knowledge from these subjects.

### Continued Professional Development and Learning (CPDL)

The Trust offers a wide range of CPDL opportunities throughout the year. An annual calendar of these opportunities is sent to headteachers, chairs of governors and SBMs electronically. This must be shared with staff teams in each school. The CPDL brochure can also be found on the Trust website.

There are key expectations about attendance at Trust training.

- **CORE** is training that someone from each school **must** attend
- **KEY** is important and someone for the school team **should** attend,
- **OPTIONAL** is just that.

Bookings must be made by staff on-line via the event booking links on the events calendar or through the calendar function on the DGAT website. The majority of centrally run CPDL comes at no cost, but there are occasions when external trainers are booked where there are some associated costs. Once booked, the executive assistant ensures that, at least a week ahead of the training, a reminder is sent to the person attending the training as well as the additional named staff member from the booking form. The Herald will contain a weekly update of forthcoming training along with the zoom links for the online training as an additional reminder.

All schools new to the DGAT family will receive whole school P4C training. This will be arranged at a convenient time for the school. Update training will be an additional cost for schools.

### Safeguarding

The headteacher is responsible for ensuring that the school fully complies with the Trust's safeguarding policy. The headteacher is responsible for monitoring the impact of the policy throughout the year. To assist with this the Trust has ensured that the headteacher's report to the local governing board template includes all the required compliance elements.

Oversight of the SCR is delegated to each school by the Trust board. The headteacher is responsible for ensuring that the SCR meets statutory requirements as outlined Keeping Children Safe in Education. This will include ensuring that all local governors have a Section 128 check as well as the right to work. The SCR is monitored by the central team on a regular basis to ensure compliance.

The headteacher should ensure that in line with statutory guidance all relevant safeguarding qualifications are kept up to date. These should be recorded on a central training log. Certificates from training courses must be kept.

The headteacher is responsible for ensuring that the Local Authority Section 175 audit is completed on time. This is vital, as failure to comply with this request can result in a referral to Ofsted.

Any concerns regarding safeguarding or serious cases should be shared with the DCEO. The CEO and DCEO are available for pastoral support, if required, when Headteachers are dealing with complex cases.

Staff personnel files should be maintained and kept up to date using Trust guidance/checklist to ensure that they fully meet KCSIE and GDPR requirements. These checklists are updated annually following

the latest guidance from the DFE. This does not mean that staff files have to be adjusted to reflect the latest guidance, just for all new employees from the 1 September of each year onwards, or from when the guidance takes effect.

### Finance

Headteachers must be familiar with and follow the Trust's finance policy. Managing the allocated school budget is the headteacher's responsibility.

The finance leads will work closely with headteachers and school finance staff in preparing the school budget for approval. Both an annual budget and a five-year forecast is required. They will monitor income and expenditure against this approved budget and support the school in regular reforecasting. Forecasting is an important part of the budgeting process as it enables changes in expected spend to be identified and monitored. As schools do not receive all their allocated income at the start of the academic year, it is important that headteachers understand the cash flow situation to ensure that there is sufficient cash to cover the monthly outgoings. As cash is managed centrally the finance leads will support the school with identifying large non-regular payments which could affect the Trust's cashflow position.

Headteachers are responsible for ensuring that all spending is in line with the agreed budget and should monitor this carefully. Any spending required outside of the budget must be discussed and agreed with the central team in accordance with the scheme of delegation.

Should changes be required to the budget a revised budget should be proposed. The finance leads will support the headteacher and school finance staff in the preparation of this. The changes being requested, complete with a rationale, will then be submitted to the CEO and Head of Finance in the first instance. This includes any spending from revenue reserves on either revenue or capital items. Should agreement be given by the CEO and Head of Finance for revenue money to be used for a capital project, then any change to that agreed budget must be referred back to the CEO and Head of Finance before that commitment is agreed with either the central Business and Operations team or the supplier.

Headteachers are also responsible for ensuring that the school does not enter into any lease/hire agreements without the consent of the Head of Finance.

### Human resources

Headteachers are responsible for ensuring that they discuss and agree with the CEO/DCEO any changes to the leadership structure that they feel is needed to meet their operational demands.

The Trust will support recruitment in each school by advertising on the Trust website. The relevant information must be sent to the HR administrator (to be appointed in September 2023), who will ensure it is added to the vacancy section of the website. This also ensures that the requirement for reporting staff changes to the central team has been shared as required.

Recruitment of staff is delegated to headteachers. In circumstances where a deputy headteacher is being appointed, the DCEO will be involved with the appointment process.

Headteachers are responsible for ensuring that they fully meet the requirement of the terms and conditions of employment for the staff in their school.

The Head of Governance and People (HOGP) is the lead officer for HR, having oversight of the Trust's external HR provider and providing template documentation, advice and support on non-casework matters across the Trust.

For any HR related issues, the headteacher must seek advice from the Trust's HR provider. Any concerns about the HR support received must be discussed with the Head of Governance and People.

The headteacher must inform the HOGP and the chair of governors of any conduct or capability procedures that are to be undertaken with staff. Should there be a need to pursue a potential dismissal of a member of staff, a representative of the Trust central team will be involved within the decision-making panel.

Any referrals to the LADO including the decision to suspend a member of staff should be immediately referred to the DCEO, following the conversation with the LADO. In the event of an allegation being made against the headteacher, the DCEO will liaise with the LADO and lead the investigation for the Trust.

All settlement or exit agreements for individual staff must be discussed with the CEO who will agree the figure in consultation with the Trust Board.

The headteacher must ensure that any decision to determine early retirement is discussed with the HOGP.

The headteacher is responsible for ensuring that the e-forms data, which feeds the payroll systems is updated in a timely manner. All staff changes will need to be reflected including new starters, leavers, changes to contracts (changes to hours), sickness, maternity leave etc. The headteacher is responsible for confirming that the payroll reconciliation is complete and that any inaccuracies are quickly rectified.

### Admissions

The Trust Board will determine the admissions arrangements for all schools on an annual basis in accordance with the legislation set out by the DfE and will provide an admissions policy to each school. The headteacher is responsible for ensuring this policy is published on the school's website. The HOGP will share the policy with the DBE team, and local authority. The Trust Board is responsible for all admission arrangements consultations.

The LGB is responsible for admissions appeals as set out in the scheme of delegation and Trust admissions policy.

In year admissions should go through the LA team to ensure that due process is always followed.

Should the school need to change its pupil admission number, this must be agreed in consultation with the Trust Board.

### Elective home education

With a rising national focus on pupils who are electively home educated, it is essential that appropriate processes are followed so that no child misses out on their education or is missing. Whilst it is recognised that parents have the right to educate at home, it is important to ensure that the processes laid out in the DfE guidance are in place. If a request from a parent to educate at home is received the DCEO should be informed. Guidance for schools to follow is [here](#) and guidance for parents is [here](#).

### Flexi-schooling

Flexi-schooling requests have been increasing in recent years. The guidance is contained within the guidance for elective home education links above. If a school decides to accept the parent's request to flexi-school, they should be sure that they have fully considered the pupil's educational needs. The impact for the curriculum and how links with any other external education provider will be maintained

should also be considered so that the pupil's education is fully supported. Any decision made should be shared with the DCEO.

### Alternative provision

There are occasions when it is appropriate for schools to use alternative provision to support pupils' learning, because it best meets the pupils' needs as set out in their IEP. There must be a clear rationale for this decision as public funds are being expended to purchase the service. Good practice would include recording the nature of provision and the interventions/therapies that are taking place in this setting. There must be a service level agreement in place which is bespoke to the individual child. There must be clarity about the provision for the development of key skills, especially reading, for the days that the child will not be in the DGAT setting.

When a decision about the choice of setting is made, it is important that headteacher or SENCO visits the setting to ensure that it is safe and secure, fully able to meet the requirements of Keeping Children Safe in Education and that supervision for the age and stage of the child is appropriate. In accordance with KCSIE 23, the headteacher must receive written confirmation that the appropriate safeguarding checks have been carried out on staff working at the setting, i.e. the checks that the school would otherwise perform in respect of its own staff. The school retains the safeguarding responsibility for the pupil whilst using the provision. Records of these checks must be kept.

The setting should keep in regular contact with the school and report any concerns, non-attendance, safeguarding etc.

Headteachers need to agree with the setting how the pupil's progress against their targets will be fed back, for example attendance at the annual review and termly progress meetings. There should be key objectives clearly defined with review dates.

In terms of registration, the pupil will be dual rolled.

### Attendance

The Trust has provided an attendance policy which is compliant with the legislation. The policy requires adaptations to make it contextually accurate. In line with this, headteachers are expected to ensure that there is a rigorous approach to ensuring good attendance for all groups of pupils. Headteachers must ensure that the policy is on the school's website and that this has been shared with all pupils, staff and parents so that there is a clear understanding across the school community.

Headteachers will ensure that there is a dedicated senior leader with overall responsibility for attendance (attendance lead) who will ensure that the Trust policy is delivered. They will ensure that there is a strong whole school culture that promotes the benefits of good attendance. Robust processes must be in place to ensure that any absence is followed up. Checks of registers must be taken to ensure that they are compliant. The attendance lead will also ensure that weekly and half termly reviews of attendance for absence trends are updated. A half termly proforma is available on the Trust website to collate this.

Where barriers to attendance are identified headteachers will ensure that the relevant staff in school support families in addressing and overcoming these hurdles. Where necessary relevant challenge will be put in place, using a multi-agency approach to ensure that attendance improves. On the rare occasions where this does not work the headteacher will ensure that, in conjunction with the LA, the appropriate next steps are in place to safeguard pupils.

Headteachers will ensure that attendance officers and leads will work closely with the school effectiveness team and attend the termly online meetings to address gaps, share good practice and access training to close attendance gaps especially for our most vulnerable pupils.

### Premises

Headteachers are responsible for ensuring that the health and safety policy is fully implemented across the school. Headteachers should ensure that all necessary risk assessments from the school and the grounds are in place at the beginning of each year. The Head of Business and Operations is responsible for supporting with this and for monitoring compliance.

### School Condition Allocation (SCA)

The Trust receives a central grant to maintain the land and buildings in the Trust – the estate. The amount of this is based on the number of pupils in the Trust. Condition data is captured via a condition data survey and projects are identified, in conjunction with discussions with Headteachers, on an annual basis based on the information from the survey. The Estates and Operations Committee of the Trust Board make the final decision on which projects will proceed.

### GDPR

The Trust uses School Pro to deliver the Data Protection Officer function. Headteachers are responsible for ensuring that, in the event of a data breach, they inform the Data Protection Officer immediately so that appropriate action is taken. The Data Protection Officer is also available for support, advice, and guidance. All subject access requests and freedom of information requests must be reported to the data protection officer. Contact details for DPO is 0203 2909093. This function of the Trust is overseen by the Head of Business and Operations.

### Absence of headteacher

If the headteacher is off sick for more than two days, the DCEO/CEO must be informed by email or text to ensure both the school and the headteacher can be supported as appropriate.

### School closure

The headteacher is responsible for immediately notifying the central team should there be a need to close the school, for example in the case of snow or an emergency. The headteacher is responsible for ensuring that the closure is communicated through the usual channels, including the Local Authority closure line as well as the school website. In the event of school being closed because of exceptional weather, education will switch to remote learning for the duration of this onsite closure. Parents will be informed, in line with DFE expectations, about how to access this.

### School websites

The local governing board is responsible for ensuring that the school website fully meets all statutory and Trust requirements and are required to undertake a bi-annual audit and submit this to the HOGP. The audit template can be found on the Trust website in the local governance area and submission dates are included on the LGB annual schedule of work. This includes ensuring that all required reports, for example the annual SEND report, the impact report for Pupil Premium, Sports Premium and Catch-up Premium etc are published within the required timeframe using the required DFE templates. School websites should clearly indicate that the school is part of the wider DGAT family.

### Behaviour of pupils

Headteachers are required to write their own behaviour policy in line with the DFE guidance set out [here](#) (bullet points 10 and 11). It must align with the school's distinctive vision and values and ensure that this is easily understandable by all within the community. It must be published on the school's website. The Trust has written an anti-bullying policy in line with KCSIE, which must be used across all schools and published on each school's website. The Trust's child protection and safeguarding policy also contains information about managing behaviour which should be adhered to when there are overlaps with behaviour and safeguarding. The DFE has also published additional guidance and

resources to support schools in managing behaviour, link [here](#). GCC has created a helpful document with local routes for support and referral documents to avoid suspensions where possible. Headteachers should regularly analyse the incidents and type of behaviours across the year, using their electronic tracking programmes such as CPOMS and My Concern and ensure that this information is shared with their LGB.

### Suspension and permanent exclusion

Suspension and exclusions are always used as a last resort, but the Trust recognises that there are occasions where there is no alternative. In these cases, the headteacher must inform the DCEO of any suspension or exclusion for pupils, as well informing the local authority and chair of governors. Statutory Guidance must be followed. A link to the latest statutory guidance is [here](#) and local authority guidance and paperwork which must be followed is [here](#).

### Complaints

The Trust complaint policy must be followed whenever a complaint is received. The policy provides clear timelines for the complaint process, including response times and should be referred to before acknowledging a complaint or starting the process set out in the policy. Any complaint which is received against the headteacher or reaches stage 2 of the policy must be discussed with the HOGP prior to any response being made or further action taken. The HOGP will support the school, chair of governors and clerk throughout the process. If a complaint is considered vexatious or unreasonable, please contact the HOGP for support.

## 6. Communication and reporting

Effective, consistent, timely and professional communication is vital to all organisations. The Trust central team communicates with schools in a variety of ways.

The Herald, a weekly update email, is shared each Friday, to ensure that headteachers and chairs of governors have important information, including latest DFE updates, along with any relevant local authority and DBE information. Headteachers must ensure that all relevant information is then shared with their wider staff team including their SBMs.

To promote consistent communication within DGAT it is the expectation, in normal circumstances, that emails between colleagues within the trust family should receive a response as swiftly as possible and at the latest within five working days. It is likely that a response will be provided more quickly than this but equally, in exceptional circumstances, this may not be possible, for example during residentials, school holidays, power outages etc. Where an immediate answer cannot be provided a holding email and subsequent update emails will be sent.

After visits, the school effectiveness team and the finance leads will provide a report or a note of visit. In normal circumstances reports and notes of visits from the SELs, QAL, finance leads etc will be received within five working days, and similarly any response to the factual accuracy of this report should be within five days. The central team will then circulate the report with the agreed stakeholders within a further five days.

Finance leads will make regular visits to schools. Details of the visit will be agreed prior to the meeting. It is expected that each visit should conclude with or include a meeting with the headteacher to share an overview of the key aspects of the visit to ensure that the headteacher is aware of any pressing issues. These visits are also an opportunity for the headteacher to seek support, clarification or guidance.

The reasons for a visit may vary but are expected to include accounts review (including budgets and forecasting), finance, review of capital project budgets funded by revenue and SCR assurance work and on occasion attendance at a finance and resources committee. It is expected that visits will be termly (minimum) and be a mix of in person and online.

Members of the ELT are always available on Friday mornings between 11 and 12pm for headteachers to contact should they need support with anything.

At the end of each term all staff should put on the out of office reply on emails.

## 7. School development planning

### Planning and evaluation rationale

Schools will need to demonstrate that:

- the school's individual vision drives all actions of the school and links to the trusts vision.
- they understand the context in which they are operating and the importance of maintaining and developing the Christian character of the school.
- they fulfil statutory requirements.
- they have robust systems of self-evaluation which take in all aspects of school performance and exhibit a capacity to identify accurately strengths and areas for improvement.
- they can analyse and use all information available, whether derived internally or provided externally, to improve outcomes for children.
- they take account of the views of pupils, staff, parents, and carers, the LGB, the community and the trust central team.
- they can work strategically choosing priorities which will maintain what is good and secure improvements in the future, considering where necessary trust priorities.
- the development, management and performance of staff is linked to school improvements and individual professional development needs and with senior staff, where appropriate, wider trust need
- the aspirations they have for the school is a focus for all their work and shared across the establishment
- the link between budget, priorities and impact is both clear and measurable.
- there is an alignment of overarching aims, key priorities, and detailed action plans.
- the LGB understands the strengths and weaknesses of the school, using notes of visits from the central team to support this understanding and applies best value principles to spending decisions and development plan priorities.

### Self-evaluation.

Accurate self-evaluation is the bedrock for securing an effective school. It enables schools to get to know themselves well, identify their agenda for improvement and promote innovative and leading practice. There is a format for recording self-evaluation on the Trust website which is expected to be used. Self-evaluation is triangulated annually with the DCEO.

Self-evaluation should:

- be realistic and accurate
- utilise the focus of and reflect the agreed school vision
- inform all priority setting and strategic planning
- be based on internal and external data which enables comparison to be made with national and local school effectiveness. Trends over time should be considered
- be based on evidence and judgements provided from external inspection and internal review
- utilise the criteria provided by Ofsted and SIAMS frameworks

- be part of the school improvement cycle.
- involve staff, pupils, governors, and parents.
- be a process which is continuous and part of the school's working life.
- be based on information collected throughout the year.
- lead to improvement.

Self-evaluation will involve activities undertaken by school leaders during the year, quality assured by the headteachers monitoring and triangulated by the school improvement teams notes of visit which will include:

- review of the quality of teaching and learning through regular lesson drop ins
- analysis of data - pupil, subject, class, pupil group and whole school level
- work scrutiny
- discussions with pupils, teachers, subject leaders, and senior leaders re the implementation of the curriculum intent
- scrutiny of curriculum planning and assessment, recording and reporting
- accessing the views of pupils, staff, governors, parents/carers
- reviews undertaken by leaders within the school, Trust leaders and by external experts
- auditing of practice against agreed policies and procedures, such as safeguarding and health and safety
- benchmarking against other successful schools
- review of progress against development plans.

The completed self-evaluation should provide an overview of the context and performance of the school. Strengths and any systemic weaknesses should be identified and should take into consideration each of the Ofsted areas and SIAMS judgements about effectiveness. An overall judgement about the school's effectiveness must be included. The DCEO will quality assure the SEF. A copy of the templates to be used can be found in the school effectiveness handbook.

#### The detailed one-year improvement plan (School Development Plan)

One year development planning enables the school to act coherently to address its identified priorities and improve outcomes for the pupils in its care. It should:

- promote school effectiveness
- secure high-quality experiences for pupils
- provide a mechanism for the prioritisation and allocation of resources
- support the improvement of teaching and learning
- serve to maintain and or secure high standards.

The process of development of a School Development Plan will involve:

- confirmation of the school's vision, ethos and aims
- an assessment of the school's current position
- identification of factors which will influence the management and development of the school over the next year
- identification of the anticipated level of resource and its management
- what the school wants to achieve in terms of quantifiable ambitions for future performance
- how these achievements are to be realised
- when and how progress will be measured.

Development plans must include:

- a statement of the vision, ethos and aims of the school
- the school's current financial position and projected resources for the next year
- the school's governing body and its organisation

- school management and organisational structures
- interdependent networking of support between schools
- school achievements in the last year
- a description of how the plan was developed
- responses to Ofsted and SIAMS targets
- key priorities which will focus centrally on improving pupil outcomes across the school taking into account the Trust development plan key aims and objectives
- it should include actions related to the development of the Christian character of the school
- the monitoring arrangements for the plan including reporting of progress to the local governing body and to the school improvement team
- relevant key objectives from the DGAT annual plan.

The school effectiveness team will discuss with headteachers progress towards identified actions over the course of the year.

The development plan is a working document intended to provide the roadmap for development within the school for the year. It should bring together, clearly, and simply, the school's and the Trust's priorities, the main measures it will take to raise standards and secure high-quality education. It should be a document which all members of staff can use as a reference point for their contribution to the school's improvement and in evaluating, developing, and improving their work. It should provide the school with an agenda for improvement, a timetable, and a checklist. A suggested template to set this out is contained in the school effectiveness handbook at Appendix 14 and the monitoring plan to support delivery of the SDP is at Appendix 13.

Priorities should be underpinned by defined actions, identified outcomes, individuals responsible, dates by when actions will be completed, and any associated resourcing required. Monitoring activities should additionally be clear. It is important that:

- success criteria are carefully defined to enable monitoring activities to assess whether improvement has been made
- performance management is closely linked to the progress anticipated for classes and particular groups of pupils
- the plan clearly identifies individuals responsible for ensuring actions have been taken, particularly governors
- there are direct links and references to other records, such as lesson observations records/ data collection etc.

The plan should relate closely to the strengths and weaknesses identified in the self-evaluation, the performance management and professional development of staff, individual work plans, and the monitoring and reporting identified in the governors' work plan **as well as any areas for improvement from Ofsted and SIAMS**. It should be fully costed and link to the school's budget. Above all it should be centred on improving outcomes for the children in our schools.

Priority 1 - Quality of Education - impact

This could include:

- precise targets for specific subjects/including vulnerable groups especially disadvantaged pupils
- achieve/exceed standards expected for age nationally (end of KS) or within curriculum
- progress of pupils in all age groups
- growth in pupils' security, breadth, and depth of knowledge, understanding and skills, including information about how schools are addressing gaps and catch-up.

## Priority 2 – Quality of Education - intent and implementation

This could include:

- specific improvements for Maths, English etc. following from data analysis assessment information gathered and used by teachers and pupils
- use of action research information/participation
- engagement with parents/carers to develop understanding in relation to expected standards and required improvement
- equality of opportunity and diversity promotion.

## Priority 3 - Christian distinctiveness

- improvements from last SIAMS
- areas identified for improvement from evaluation against the current SIAMS schedule.

## Priority 4 - Leadership and Management

- such as developing subject leadership, strengthening governance etc.
- areas identified for improvement from evaluation against the current SEF/Ofsted schedule

## Priority 5 Other areas such as EYFS, Behaviour, Attendance

- areas identified for improvement from evaluation against the current SEF/Ofsted schedule.

Schools may also choose to have actions specifically for EYFS, leaders and managers and personal development, behaviour, and welfare etc. according to need. An example of format for a model SDP is contained within the school effectiveness handbook.

### Monitoring and evaluation of the SDP

The subject leaders handbook contains all the information and formats needed to support Trust subject leaders to evaluate the impact of their subject, including the Trust deep dive proformas as well as other useful monitoring forms. Please see the separate handbook for information. All forms are stored on the website in the teaching section.

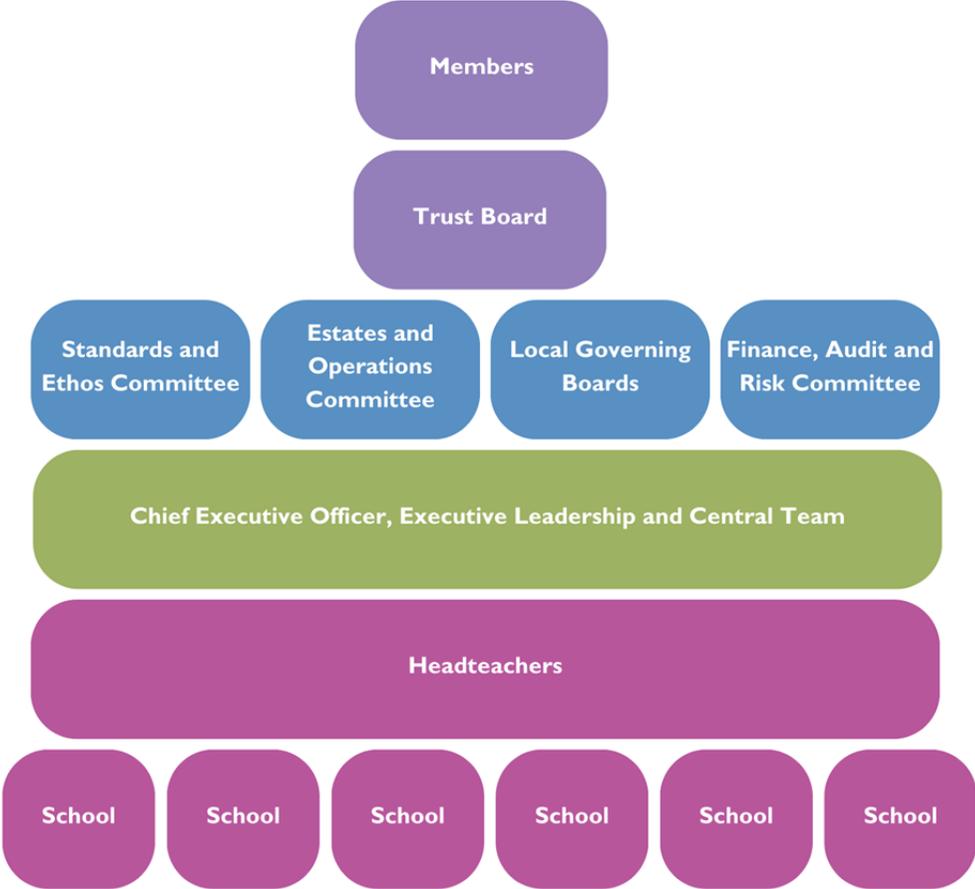
## 8. Sources of information

The Department for Education and Ofsted provide useful Twitter feeds with alerts to changes in requirements as well as useful new guidance.

Other websites which you may find useful include:

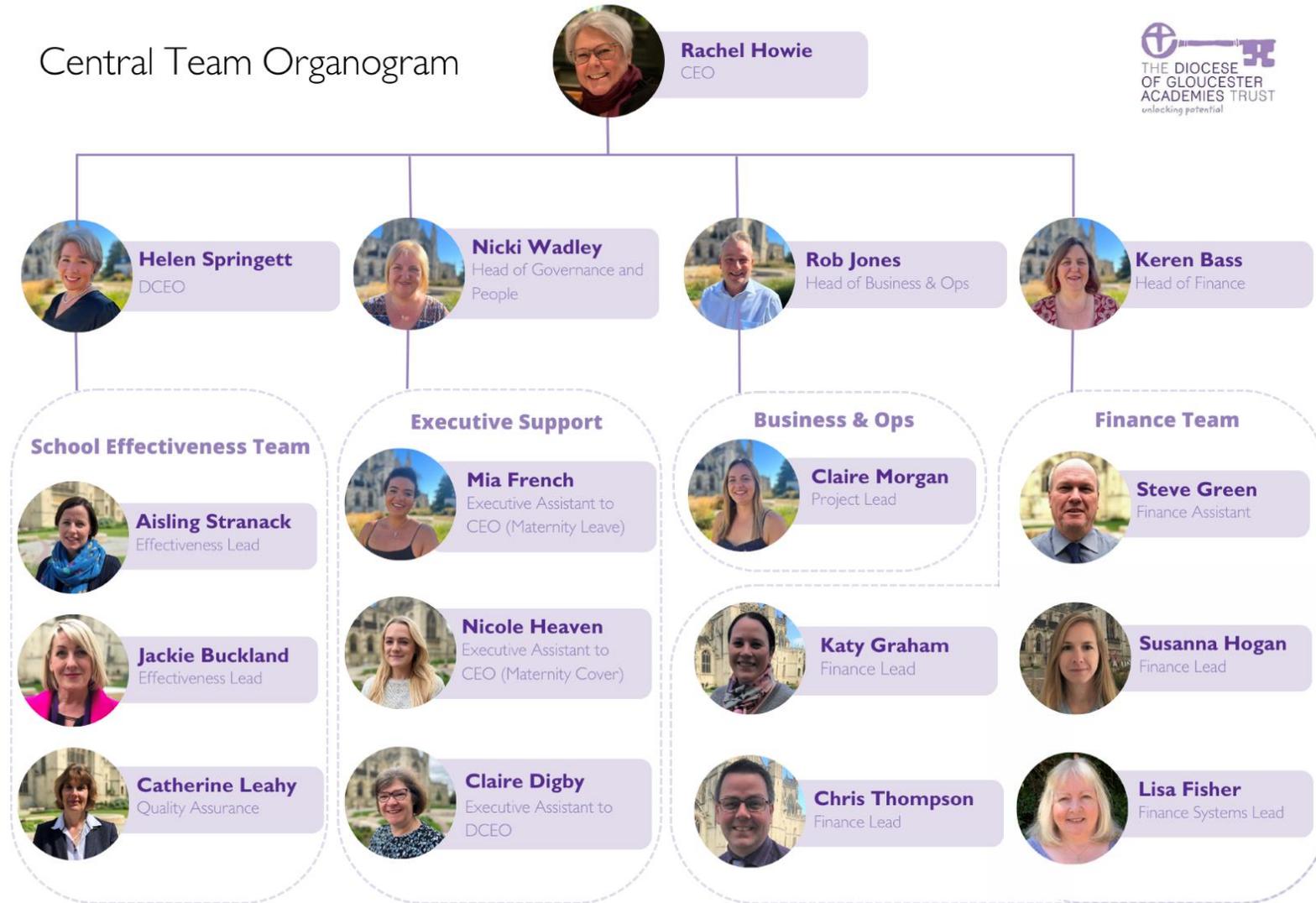
<a href="http://www.education.gov.uk">www.education.gov.uk</a>	Department for Education. Performance tables and guidance.
<a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>	Inspection framework, criteria and subsidiary guidance.
<a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a>	National College for School Leadership
<a href="https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections">https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections</a>	SIAMS inspection framework, criteria and guidance
<a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	Education and Endowment Fund Research and Guidance.
<a href="https://www.gloucester.anglican.org/schools/">https://www.gloucester.anglican.org/schools/</a>	The DBE team area of the Diocese of Gloucester website

Appendix 1 – Trust Organisational Chart



Appendix 2 – Central Team Organogram

Central Team Organogram



Appendix 3 - School Effectiveness Cycle 2023/24

Core Offer 2023/24 for those schools evaluated to be green or above. The core offer is ten visits in total across the academic year.					
Term	DCEO	QAL	REL	TLP	SIAMS Lead
Term 1	HT Performance Management and learning walk undertaken in all Trust schools .	<p>Day 1</p> <p>Evaluation of the quality of education for core subjects.</p> <p>The visit will include</p> <ul style="list-style-type: none"> <li>- meeting with subject leaders to check the impact of actions including a check against the landing pages</li> <li>- a learning walk led by leaders to monitor and sample effectiveness of curriculum</li> </ul>	REL meeting with HT and Leadership Teams to discuss outcomes from 2022 and to review ambitions for the year ahead. Half day visit - all schools. Academic Ambition Form completed for all schools.	Trust Lead Practitioners will be deployed across focus schools – those identified as needing additional support. This will be agreed by the DCEO.	Term 3 onwards Visit to monitor <i>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</i> Activities will look at impact of the schools work under the 7 strands. Will involve discussion with leaders and pupils ,a review of the impact of RE and an observation of collective worship.
Term 2	Term 2-4	<ul style="list-style-type: none"> <li>- identifying how the key skills /strands in subjects are planned, taught, assessed.</li> </ul>	Two 0.5 visits per school to review QE subjects not covered by DCEO and QAL. Structure will remain the same. Term 2-6.	These visits will be bespoke and will sit outside of the core offer set out in the visit schedule.	
Term 3	<p>The equivalent of 1 day to complete the following:</p> <ul style="list-style-type: none"> <li>- SEF and SDP discussions with Leadership teams.</li> <li>- Agreed focus activity</li> </ul> <p>Focus Schools will have additional visits with agreed foci to look at subjects not covered by QAL. Structure will remain the same. RAP reviews will occur at the end</p>	<ul style="list-style-type: none"> <li>- identifying how are gaps being closed?</li> <li>- identification of the evidence of pupils knowing and remembering more</li> <li>- identifying how the curriculum meets the needs of SEND and PP</li> <li>- monitoring intent to implementation and the impact of leaders' actions.</li> </ul>	Term 3 Review of in year data against academic ambition as set out in September. There will also be a review of the school's data to include a focus on the impact on EYFS pupils /SEND /PP/bottom 20%/HAP.		

	of T2 and 4 to quality assure the improvement journey.	<ul style="list-style-type: none"> <li>- meeting with subject leaders and pupils</li> <li>- work scrutiny</li> <li>- additional monitoring as required.</li> </ul>	Focus schools, as agreed with DCEO will receive support in addition to the core offer.		
Term 4		Day 2 Term 4-6			
Term 5		<p>A review of the wider curriculum considering the extent to which the curriculum meets learners' needs.</p> <p>The visit will include:</p> <ul style="list-style-type: none"> <li>- identifying how the key skills /strands in subjects are planned, taught, assessed.</li> </ul>	<p>Safeguarding Audit and pupil voice undertaken.</p> <p>Focus schools, as agreed with DCEO will receive support in addition to the core offer.</p>		
Term 6	<p>Review of annual effectiveness discussion for those schools not inspected in the academic year or on a RAP. See page 1- 6 for criteria.</p> <p>RAP review at end of T6.</p>	<ul style="list-style-type: none"> <li>- identifying how are gaps being closed?</li> <li>- identification of the evidence of pupils knowing and remembering more</li> <li>- identifying how the curriculum meets the needs of SEND and PP</li> <li>- monitoring intent to implementation and the impact of leaders' actions.</li> <li>- meeting with subject leaders and pupils</li> <li>- work scrutiny</li> </ul>	<p>REL's to undertake a data conversation with a sample of schools to triangulate teacher assessment to date ahead of statutory deadlines.</p> <p>Focus schools, as agreed with DCEO will receive support in addition to the core offer.</p>		

## Appendix 4 - Scheme of delegation

Monitoring delegations within this scheme of delegation are intended to always be focussed on monitoring the implementation and impact of a decision or action.

- Trustee monitoring will be focussed strategically for all schools, with consideration of the Trust's strategic plan and risk management strategy.
- Executive leadership team monitoring will be focused on specific areas of the Trust's strategic priorities as determined by the Trust Board.
- Local governing board monitoring will be focused strategically at individual school level with consideration of the school's individual vision and context.
- Headteacher monitoring will be focused operationally at individual school level with consideration of the school's individual vision and context.

Governance						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
G.1	Review and agree the Trust's governing documents and any amendments.	<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b>	<b>Consulted</b>	<b>Consulted</b>
G.2	Review and agree the scheme of delegation for each school and amend terms of reference for the Trust Board or LGB.		<b>Decide</b>	<b>Deliver</b>	<b>Consulted</b>	<b>Consulted</b>

Governance						
<b>Decide</b>		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
G.3	Ensure compliance with the scheme of delegation.		<b>Decide</b>	<b>Monitor</b>	<b>Deliver</b>	
G.4	Appoint or remove the chair of the LGB.		<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b>	
G.5	Appoint the Trust company secretary.		<b>Decide</b>	<b>Consulted</b>		
G.6	Agree Trust-wide key performance indicators and strategic priorities for the Trust.		<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b>	<b>Consulted</b>
G.7	Appoint the clerk to the LGB.			<b>Consulted</b> Please discuss all clerk appointments with the Head of Governance and People	<b>Decide</b> If the clerk is not employed by the central clerking service	
G.8	Maintain a register of interest for Members and Trustees.		<b>Decide</b>	<b>Deliver</b>		
G.9	To maintain a register of interest for local governors.			<b>Monitor</b>	<b>Deliver</b>	
G.10	Action legal claims.		<b>Decide</b>	<b>Deliver</b>		
G.11	Dispose of or acquire land		<b>Decide</b>	<b>Deliver</b>	<b>Consulted</b>	

Governance						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
G.12	Appoint and remove members of the LGB (apart from ex-officio and foundation governors).		<b>Decide</b>	<b>Consulted</b>	<b>Consulted – co-opted appointments only</b>	
G.13	Ratify and review all statutory and DGAT policies.		<b>Decide</b> As per the DGAT Policy arrangements and processes guidance.	<b>Consulted</b>	<b>Decide</b> As per the DGAT Policy arrangements and processes guidance.	
G.14	Monitor the implementation of Trust-wide policies and additional policies as set out in the DGAT Policy arrangements and processes guidance.		<b>Monitor</b> As per the DGAT Policy arrangements and processes guidance.	<b>Monitor</b> As per the DGAT Policy arrangements and processes guidance.	<b>Monitor</b> As per the DGAT Policy arrangements and processes guidance.	<b>Deliver</b> <b>Monitor</b>
G.15	Determine, on an annual basis, those policies which will be developed by the Trust and are mandatory for all Trust schools.		<b>Decide</b>			
G.16	Implement and monitor any policy addendum required in		<b>Monitor</b>	<b>Deliver</b>	<b>Monitor</b>	<b>Deliver</b>

Governance						
<b>Decide</b>		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	the event of extra-ordinary events or circumstances.					
G.17	Evaluate the development needs of local governors and implement an appropriate training and development programme.		<b>Monitor</b>	<b>Decide</b> <b>Deliver</b> <b>Monitor</b>	<b>Consulted</b> <b>Decide</b>  At school level and in consultation with the Head of Governance and People	
G.18	To consider requests from other schools to join the Trust.		<b>Decide</b>	<b>Consulted</b> <b>Deliver</b>		
G.19	To consider at school level further delegation of functions to committees or individuals, e.g. link local governors.				<b>Decide</b> <b>Deliver</b>	

### School Effectiveness

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
SE.1	Determine the Trust performance management policy.		<b>Decide</b>	<b>Consulted</b>		
SE.2	Implement the performance management policy for the headteacher and other staff.		<b>Decide</b> <b>Monitor</b> Lead the performance management process for the CEO and monitor across the Trust.	<b>Deliver</b> DCEO to lead the performance management process of the Headteacher in partnership with the LGB via the chair of governors or an appointed governor	<b>Deliver</b> <b>Monitor</b> DCEO to lead the performance management process of the Headteacher in partnership with the LGB via the chair of governors or an appointed governor.  Monitor the implementation of the performance management policy at school level.	<b>Deliver</b> Implement the performance management policy for school staff.
SE.3	Monitor, review and challenge the outcomes of groups		<b>Decide</b> <b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>

### School Effectiveness

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	of pupils Including SEND, pupil premium, EAL.					
SE.4	Ensure the school offers a broad and balanced curriculum		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Decide</b> <b>Monitor</b>
SE.5	Ensure a curriculum is implemented which is broad and balanced and is designed to promote educational excellence for pupils.			<b>Monitor</b> <b>Consulted</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
SE6	Review the quality of education and pupil progress across the school and challenge where necessary		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b> <b>Deliver</b>
SE.7	Monitor the quality of teaching and learning and ensure appropriate support,			<b>Decide</b> <b>Monitor</b>		<b>Monitor</b>

### School Effectiveness

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action	Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	challenge and intervention.				
SE.8	Implement and monitor a behaviour policy.		<b>Monitor</b>	<b>Monitor</b>	<b>Decide</b> <b>Deliver</b>
SE.9	Ensure excellent behaviour for learning.		<b>Monitor</b>	<b>Monitor</b>	<b>Decide</b> <b>Deliver</b> <b>Monitor</b>
SE.10	Discharge duties and ensure provision for all pupils with SEND by appointing a "responsible person" and ensuring needs are met.		<b>Monitor</b>	<b>Monitor</b>	<b>Decide</b>
SE.11	Appoint a local governor responsible for SEN and inclusion.		<b>Monitor</b>	<b>Decide</b> <b>Deliver</b>	
SE.12	Ensure compliance with the Equality Act				

### School Effectiveness

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	2010 requirements within the school e.g. policy development, recruitment procedures.		<b>Decide</b>	<b>Monitor</b> <b>Deliver</b>	<b>Monitor</b>	<b>Deliver</b>
SE.13	Adopt and review home-school agreements.				<b>Decide</b> <b>Monitor</b>	<b>Deliver</b>
SE.14	Monitor exclusions.		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	
SE.15	Convene a panel to consider any permanent exclusion of a pupil or any number of fixed-term exclusions which exceed a total of 15 days per term.			<b>Monitor via DCEO</b>  <b>Consulted</b>	<b>Decide</b>	
SE.16	Monitor the use of Pupil Premium and the impact on pupil outcomes.			<b>Monitor</b>	<b>Monitor</b>	

### School Effectiveness

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.					
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.					
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.					
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.					
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
SE.17	Appoint a local governor responsible for Pupil Premium.			<b>Monitor</b>	<b>Decide</b> <b>Deliver</b>	
SE.18	Consider and approve off-site visits for pupils of more than 24 hrs. and ensure appropriate risk assessments in place.			<b>Monitor</b>	<b>Consulted</b> <b>Monitor</b> use of SHE unit risk assessments	<b>Decide</b>
SE.19	Ensure high attendance levels for all pupils within the school.		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>

Safeguarding						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
S.1	Determine the Trust safeguarding policy.		<b>Decide</b>	<b>Deliver</b>		
S.2	Ensure compliance with all safeguarding policy and practice.		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
S.3	Appoint a safeguarding local governor.			<b>Monitor</b>	<b>Decide</b> <b>Deliver</b>	
S.4	Ensure safer recruitment policy. processes and practice.		<b>Decide</b> <b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
S.5	Ensure diversity is respected, including the upholding of the Prevent agenda prohibiting political indoctrination and ensuring the balanced treatment of political issues.			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
S.6	Ensure a compliant single central record is maintained.		<b>Monitor</b>	<b>Monitor</b> <b>Consulted</b> <b>Deliver</b> (Trust single central record)	<b>Monitor</b>	<b>Decide</b> <b>Deliver</b> <b>Monitor</b>

Christian Character						
<b>Decide</b>		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
CC.1	Ensure and protect the Christian character of the school (as monitored by Section 48 inspections Statutory Inspection of Anglican and Methodist Schools (SIAMS).	<b>Decide</b>	<b>Monitor</b>	<b>Monitor</b> <b>Deliver</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
CC.2	Ensure the provision of collective worship and the provision of RE in line with school's curriculum.		<b>Monitor</b>	<b>Consulted</b> <b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
CC.3	Develop and implement the school's distinctive Christian vision.			<b>Monitor</b>	<b>Decide</b> In partnership with the headteacher and the school community <b>Monitor</b>	<b>Decide</b> In partnership with the LGB and school community <b>Deliver</b> <b>Monitor</b>
CC.4	Ensure that all pupils take part in a high quality daily act of collective worship.			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>
CC.5	Ensure the Christian values and character of			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b> <b>Monitor</b>

Christian Character						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	the school are embedded in all practice, including through the provision of high quality RE teaching and learning.					
CC.6	Ensure the school community understands the impact of the Trust's Christian vision and how this relates to the school's own distinctive Christian vision.		Monitor	Monitor	Monitor	Deliver
CC.7	Ensure the school develops and maintains successful links with the church and parish and that impact of this is identified within the school community.		Monitor	Monitor	Monitor	Deliver

Finance						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
F.1	Appoint external auditors for the Trust.	<b>Decide</b>				
F.2	Appoint internal auditors for the Trust.		<b>Decide</b>			
F.3	Prepare annual accounts.			<b>Deliver</b>		
F.4	Implement the Trust Finance Policy and Pay Policy.		<b>Decide</b>	<b>Deliver Monitor</b>	<b>Monitor</b>	<b>Deliver Monitor</b>
F.5	Appoint an Accounting Officer.		<b>Decide</b>			
F.6	Determine salaries of staff and pay progression within the school in line with the Trust's pay policy.		<b>Decide</b>	<b>Consulted Deliver</b>	<b>Decide</b> (via the Pay Panel)	<b>Deliver</b>
F.7	Determine the proportion of the overall Trust budget to be delegated to individual schools.		<b>Decide</b>			
F.8	Ensure proper financial controls are in place.		<b>Decide</b>	<b>Deliver Monitor</b>		<b>Deliver</b>

Finance						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
F.9	Establish an LGB Finance and Resources Committee (required).			Monitor	Deliver	
F.10	Propose the individual school budget.			Consulted	Decide	
F.11	To approve the budget each financial year.		Decide			
F.12	Ensure school expenditure is in keeping with the budget and adheres to the Trust finance policy			Consulted Monitor	Monitor	Deliver
F.13	Open and oversee the operation of the school's bank account and ensure financial management systems and accounting records are administered in accordance with the finance policy.			Deliver Monitor		
F.14	Authorise financial expenditure outside of the agreed budget in		Decide	Decide Monitor	Monitor	Deliver

Finance						
Decide		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
Consulted		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
Deliver		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
Monitor		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
	line with the finance policy.					
	Authorise the spending of reserves		<b>Decide</b>	<b>Deliver</b> <b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
F.15	Approve contracts up to the limits of delegation and within an agreed budget and in line with the Trust's finance policy.		<b>Decide</b>	<b>Monitor</b> <b>Consulted</b>	<b>Decide</b> as per agreed limits in the Trust finance policy	<b>Decide</b> as per agreed limits in the Trust finance policy  Deliver
F.16	Ensure the promotion and provision of free school meals to those pupils meeting the criteria.			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
F.17	Implement a policy for the approval and payment of trustee and governor expenses		<b>Decide</b>	<b>Monitor</b>		

**Central Services**

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
CS.1	Determine the scope of mandatory core services to be delivered by the Trust on behalf of its schools.		<b>Decide</b>	<b>Deliver</b>	<b>Consulted</b>	<b>Consulted</b>
CS.2	Determine a Trust-wide procurement policy and set the delegated levels of authority for such contracts.		<b>Decide</b>	<b>Deliver</b>		
CS.3	Approve contracts which constitute related party transactions.			<b>Decide</b>		
CS.4	Enter into contracts up to the limits of delegation, within an agreed budget and in accordance with the finance policy.			<b>Decide</b> Up to delegated limits within the financial procedures policy	<b>Decide</b> Up to limit of LGB delegation	<b>Consulted</b>

## Human Resources

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.					
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.					
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.					
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.					
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
HR.1	Define any overarching leadership structures across schools.			<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b> <b>Deliver</b>
HR.2	Undertake the process to appoint the headteacher			<b>Decide</b> CEO or DCEO sits as part of the selection panel and has the power of veto	<b>Consulted</b>	
HR.3	Appoint other senior staff (selection panel).			<b>Monitor</b> <b>Consulted</b> for DHT appointments	<b>Decide</b> LGB to support the headteacher with recruitment as appropriate and requested.	<b>Decide</b> All local senior leader appointments.
HR.4	Appoint all other staff.			<b>Monitor</b>	<b>Decide</b> LGB to support the headteacher with recruitment as	<b>Decide</b> All local staff appointments

## Human Resources

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
					appropriate and requested.	
HR.5	Appoint staff working across multiple schools.			<b>Decide</b>		<b>Consulted</b>
HR.6	Ensure compliance with terms and conditions of employment and staff handbooks.			<b>Decide</b> <b>Monitor</b>		<b>Monitor</b>
HR.7	Oversee effective engagement with unions and professional associations.			<b>Decide</b> In conjunction with HR provider		
HR.8	Determine DGAT 'family' training and development in line with distinctive ethos, aims and vision of the Trust.			<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b>
HR.9	Be accountable for ensuring the training and development of individual school staff.				<b>Decide</b>	
HR.10	Dismiss the Headteacher			<b>Decide</b>	<b>Consulted</b>	
HR.11	Dismiss other staff.				<b>Decide</b>	<b>Decide</b>

## Human Resources

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
Decision/Action	Members	Trust Board	Executive leadership team	Local governing board	Headteacher
				A Trust representative will be part of the decision-making panel.	
HR.12	Suspend the headteacher			<b>Decide</b>	<b>Consulted</b>
HR.13	Suspend other staff.			<b>Consulted</b> (CoG) CEO to be informed prior to suspension.	<b>Decide</b> In consultation with the CoG. CEO to be informed prior to suspension.
HR.14	End suspension (headteacher).			<b>Decide</b> Joint decision making with Trustees	<b>Consulted</b>
HR.15	End suspension (other staff).			<b>Consulted</b>	<b>Decide</b>
HR.16	Determine dismissal payments/early retirement.		<b>Decide</b> In partnership with the CEO	<b>Decide</b> In partnership with the Trust Board	
HR.17	Monitor and report on the attendance of staff.		<b>Monitor</b>	<b>Monitor</b> <b>Deliver</b>	<b>Monitor</b>

## Pupil Admissions

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership Team	Local governing board	Headteacher
PA.1	Consult with all key stakeholders before determining an admissions policy.		<b>Decide</b>		<b>Deliver</b> At the direction of the Trust Board	<b>Consulted</b>
PA.2	Be accountable for all admission application decisions.				<b>Deliver</b>	
PA.3	Make arrangements for determining admissions and hearing admission appeals.				<b>Decide</b>	<b>Deliver</b>
PA.4	Appeal when appropriate, against LA directions to admit pupil(s).				<b>Decide</b>	<b>Consulted</b>
PA.5	Approve any changes to the Pupil Admission Number		<b>Decide</b>	<b>Consulted</b>	<b>Consulted</b>	<b>Consulted</b> <b>Deliver</b>

### Premises and Insurance

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.					
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.					
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.					
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.					
Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
P.1	Procure buildings insurance and personal liability.			<b>Decide</b>		
P.2	Develop an estates strategy or master plan.		<b>Decide</b>	<b>Deliver</b>	<b>Consulted for own school</b>	<b>Consulted for own school</b>
P.3	Maintain buildings, including implementing a premises and development plan.			<b>Consulted</b>	<b>Decide Monitor</b>	<b>Deliver</b>
P.4	Determine Trust health and safety policy.		<b>Decide</b>			
P.5	Ensure that a compliant health and safety policy is implemented.		<b>Decide Monitor</b>	<b>Deliver</b>	<b>Monitor</b>	<b>Deliver</b>
P.6	Review security of school premises and equipment.		<b>Monitor</b>	<b>Deliver Monitor</b>	<b>Monitor</b>	<b>Consulted Deliver</b>
P.7	Draw up, agree and monitor an accessibility plan for the school.		<b>Monitor</b>	<b>Monitor</b>	<b>Decide</b>	<b>Consulted Deliver</b>
P.8	Determine a Trust lettings policy.		<b>Decide</b>	<b>Consulted Deliver</b>		

**Premises and Insurance**

<b>Decide</b>		<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.				
<b>Consulted</b>		<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.				
<b>Deliver</b>		<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.				
<b>Monitor</b>		<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.				
<b>Decision/Action</b>		<b>Members</b>	<b>Trust Board</b>	<b>Executive leadership team</b>	<b>Local governing board</b>	<b>Headteacher</b>
P.9	Ensure suitable local risk assessments are prepared and appropriate actions taken.		<b>Monitor</b>	<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
P.10	Monitor the accident book and agree appropriate actions.				<b>Monitor</b>	<b>Consulted</b> <b>Deliver</b>

### Administration

<b>Decide</b>	<b>Decide</b> - Has primary responsibility for decision making related to the decision or action.
<b>Consulted</b>	<b>Consulted</b> - Will be consulted as part of the process of completing a task. Their contribution may inform the approach or decision.
<b>Deliver</b>	<b>Deliver</b> - Accountable for: undertaking particular tasks; following agreed policies and procedures; ensuring appropriate training of staff.
<b>Monitor</b>	<b>Monitor</b> - Responsible for reviewing whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.

Decision/Action		Members	Trust Board	Executive leadership team	Local governing board	Headteacher
A.1	Set compliant times of school sessions and the dates of school terms and holidays and notify the Trust.				<b>Consulted</b> <b>Monitor</b>	<b>Decide</b> <b>Deliver</b>
A.2	Ensure that school is open for 380 sessions for pupils in an academic year. Set compliant times and inform the Trust			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
A.3	Ensure that the school website is compliant.			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
A.4	Ensure 'Get information about schools' is up-to date and compliant.			<b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>
A.5	Ensure that a compliant data protection policy is implemented.		<b>Decide</b>	<b>Deliver</b> <b>Monitor</b>	<b>Monitor</b>	<b>Deliver</b>

## Appendix 5 - School effectiveness support

School effectiveness sits at the heart of the Trust's work and support and challenge is in place for all Trust schools regardless of their Ofsted designation. However, there is recognition that for some schools, additional support and guidance will be needed from the central team to secure or strengthen the school's performance based on current evidence. Full information about how this risk criterion is used in the school effectiveness handbook which should be read alongside. In some cases, a rapid improvement plan (RAP) will be put into place. Ofsted gradings will not determine the Trust views about additional support. The following criteria are used to inform this decision.

Risk	Secure Green	Green	Amber	Red
Curriculum	<ul style="list-style-type: none"> <li>▪ The strong sequenced and progressive curriculum for all subjects enables all groups of pupils including those with SEND from EYFS to Year 6 regardless of their starting points to achieve highly and demonstrate their ability to know and remember more in line with curriculum expectations.</li> <li>▪ Curriculum leaders' model excellent practice in their own &amp; other DGAT schools.</li> <li>▪ Innovative curriculum change is apparent.</li> <li>▪ Highly effective use of interventions by all teaching staff leads to strong outcomes for pupils.</li> <li>▪ Quality of Education is strong</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders have a curriculum in place which is strong, sequenced and progressive for the teaching of Reading, Writing and Maths from EYFS to Year 6. This links to assessment processes across the school. All pupils including those with SEND can access the curriculum.</li> <li>▪ Leaders have arrangements in place for the wider curriculum, which are planned, sequenced and progressive and accessible for all pupils. There may still be some work remaining to do to ensure that assessment points are fully identified.</li> <li>▪ The needs of all pupil groups are being met.</li> <li>▪ There are clear plans for improving identified gaps in pupils' knowledge through adaptations to teaching sequences and interventions as required.</li> <li>▪ Effective use of CPDL ensures that staff knowledge across the curriculum enables effective</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders have a curriculum in place which is sequenced and progressive for the teaching of Reading, Writing and Maths from EYFS to Year 6. This links to assessment processes across the school. It is not fully embedded in all Key Stages or not fully accessible for all groups of pupils.</li> <li>▪ Leaders do not have arrangements in place for all aspects of the wider curriculum, which are planned, sequenced and progressive. There is work still to do on securing this precise requirement in all subjects</li> <li>▪ The needs of all pupil groups have not been fully considered which has led to gaps in pupils knowledge.</li> <li>▪ CPD is being planned to address gaps in staff knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The curriculum does not meet the needs of current pupils in Reading Writing and Maths . SEND pupils are not supported sufficiently to enable them to access learning.</li> <li>▪ The wider curriculum has significant work to ensure that a sequenced and progressive curriculum for all subjects is in place. SEND pupils are not fully able to access learning.</li> <li>▪ Subject leaders have not had sufficient development opportunities/are unable to effect change in their curriculum area.</li> <li>▪ Outcomes show that pupils are not ready for their next stage in education.</li> <li>▪ Quality of Education requires substantial work to ensure its effectiveness.</li> </ul>

Risk	Secure Green	Green	Amber	Red
Outcomes	<ul style="list-style-type: none"> <li>▪ Outcomes for young people in terms of attainment &amp;/or the progress they are making from EYFS to KS1 and KS1 to 2 are strong and consistently above average across the school for all groups of pupils.</li> <li>▪ Considering cohort size &amp; prior attainment school outcomes are 15% above average when compared against similar DGAT schools.</li> <li>▪ Data over a three-year period is consistently upward.</li> </ul>	<p>delivery.</p> <ul style="list-style-type: none"> <li>▪ Quality of Education is good</li> </ul> <ul style="list-style-type: none"> <li>▪ Outcomes for young people in terms of attainment &amp;/or the progress they are making from EYFS to KS1, KS1 to 2 are at least at the National Average .</li> <li>▪ Considering cohort size &amp; prior attainment, school outcomes are average or slightly above when compared against similar DGAT schools for all groups of pupils.</li> <li>▪ Data over a one-year period is upward in all areas.</li> <li>▪ Teaching is consistently Good for all staff who have been at the school longer than 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality of Education requires improvement</li> <li>▪</li> </ul> <ul style="list-style-type: none"> <li>▪ Outcomes for young people in terms of attainment &amp;/or the progress they are making from EYFS to KS1 and KS1 to 2 are broadly in line with National Average.</li> <li>▪ Considering cohort size &amp; prior attainment, school outcomes are below average (within 10%) when compared against similar DGAT schools for all groups of pupils.</li> <li>▪ SEND/PP pupils require further scaffolds to make the progress they are capable of.</li> <li>▪ Data in the majority of core areas over a one-year period is upward.</li> <li>▪ Teaching is 80% Good for all staff who have been at the school longer than 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outcomes for pupils in terms of attainment &amp;/or the progress they are making from EYFS to KS1 and KS1 to 2 are below National Average.</li> <li>▪ Considering cohort size &amp; prior attainment, school outcomes are 15% below the average when compared against similar DGAT schools.</li> <li>▪ SEND/PP pupils require further scaffolds to make the progress they are capable of .</li> <li>▪ The data trajectory is downwards &amp;/or gives Trust leaders cause for concern.</li> <li>▪ Teaching is less than 80% Good for all staff who have been at the school longer than 6 months OR there is unaddressed inadequate teaching.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ SLT members can clearly demonstrate high value impact within other their own and wider DGAT school(s). Their monitoring of the effectiveness of their school is accurate and precisely</li> </ul>	<ul style="list-style-type: none"> <li>▪ All Senior Leaders are on target to meet all PM targets.</li> <li>▪ Internal &amp; external monitoring shows SLT are accurate self-evaluators &amp; have clear actions for progress.</li> <li>▪ Subject leaders demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior leaders are on target to meet the majority of PM targets.</li> <li>▪ There is some work to be done in securing effectiveness in Subject Leadership across the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior Leaders have not secured effective systems and structures across the school to enable pupils to learn.</li> <li>▪ Monitoring and Self-evaluation is not an accurate reflection of the school's current position.</li> </ul>

Risk	Secure Green	Green	Amber	Red
	<p>identifies next steps.</p> <ul style="list-style-type: none"> <li>▪ Subject Leaders have strong impact on ensuring that their subjects are delivered and support others within the Trust.</li> <li>▪ Staff regularly report their satisfaction with leadership and say their well-being is protected.</li> </ul>	<p>impact of their actions through their interactions with Central Team members and their monitoring. This is evidenced through their landing pages.</p> <ul style="list-style-type: none"> <li>▪ There are clear succession plans for senior staff.</li> <li>▪ Staff regularly report their satisfaction with leadership and say their well-being is protected</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>▪ There are unclear or unactioned succession plans for school leadership.</li> <li>▪ Most staff regularly report their satisfaction with leadership and say their well-being is protected</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject leadership needs development in several subjects.</li> <li>▪ Succession planning has not been considered &amp; or planned.</li> <li>▪ Staff report that their well-being is not prioritised by Senior Leaders.</li> </ul>
Development & Strategic Planning	<ul style="list-style-type: none"> <li>▪ The SEF for Ofsted and SIAMS is an accurate reflection of the schools strength and next steps.</li> <li>▪ The school has a strong strategic plan, accurately reflecting the schools next steps. Progress can be clearly identified in line with the HT Handbook..</li> <li>▪ Subject Leaders plans for all curriculum areas link closely with the SDP.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The SEF clearly identifies the current position of the school using a wide evidence base.</li> <li>▪ The SDP clearly identifies actions to address areas for development. The school's budget is planned to ensure actions are met.</li> <li>▪ Subject development plans for English &amp; Maths link closely with the SDP. Other subject leaders' plans are in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The SEF for Ofsted and SIAMS has been completed but is not supported by a wide evidence base. The SDP is in place, but milestones are not always met &amp; the document is not used effectively to drive school improvement.</li> <li>▪ The SEF &amp; SDP are not central to Governor &amp; SLT actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The SEF does not reflect current in-school priorities.</li> <li>▪ There is no clear link between the SEF &amp; the SDP.</li> <li>▪ Subject development plans do not link closely the SDP.</li> </ul>
Admissions Attendance	<ul style="list-style-type: none"> <li>▪ Attendance &amp; PA are better than National Average over a sustained period.</li> <li>▪ Senior Leaders rigorously track and monitor attendance of all groups of pupils to ensure high expectations of all in the community. Support/challenge is used appropriately to overcome</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance &amp; PA is in line with National Average for one year Senior Leaders rigorously track and monitor attendance of all groups of pupils to ensure high expectations in the community. Support/challenge is used appropriately to overcome barriers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance &amp; PA is below the National Average but is improving.</li> <li>▪ Senior Leaders track and monitor attendance but not of all relevant groups. Support/challenge is used but not always consistently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance &amp; PA is lower than National Average with little or no improvement over time.</li> <li>▪ Senior Leaders do not track and monitor attendance effectively to ensure high expectations of all in the community. Support/challenge is not always consistently applied.</li> </ul>

Risk	Secure Green	Green	Amber	Red
<b>Pupil Safety: Safeguarding Behaviour Policy Bullying</b>	barriers. <ul style="list-style-type: none"> <li>▪ School behaviour policy &amp; practice enables young people to demonstrate high levels of self-control &amp; respect.</li> <li>▪ Pupil voice demonstrates the high expectations that are expected from all within this community.</li> <li>▪ Safeguarding practices across the school are highly effective and triangulate with both pupil and staff voice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School behaviour policy &amp; practice creates a safe environment that supports good teaching &amp; learning.</li> <li>▪ Pupil voice triangulates the impact of this.</li> <li>▪ Leaders' analysis of behaviour incidents clearly identifies impact of actions.</li> <li>▪ All safeguarding measures are in place &amp; are effective and triangulate with pupil and staff voice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School behaviour policy is being implemented by all staff &amp; there is evidence of improvement through leaders' monitoring records.</li> <li>▪ Behaviour of pupils in and out of class indicates some additional work is required to secure the high expectations expected.</li> <li>▪ Pupil voice confirms observations by central team that pupils believe that there are issues with behaviour that are not always addressed.</li> <li>▪ Safeguarding policy is in place and delivered effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School behaviour policy is not being implemented by all staff.</li> <li>▪ The school has received an unresolved Ofsted complaint about Bullying/Safeguarding.</li> <li>▪ Pupil voice confirms observations by central team that the school does not deal with behaviour consistently. Issues with Bullying are not always tackled and resolved.</li> <li>▪ Safeguarding is not effective.</li> </ul>
<b>Christian Distinctiveness</b>	<ul style="list-style-type: none"> <li>▪ The schools distinctive Christian Vision, linked to scripture drives all aspects of the schools work.</li> <li>▪ Religious education is of a consistently high quality.</li> <li>▪ Collective Worship is of a consistently high quality and allows pupils to reflect on the messages being shared and what this means for them in their daily actions.</li> <li>▪ The school is continually</li> </ul>	<ul style="list-style-type: none"> <li>▪ The schools distinctive Christian Vision, linked to scripture drives all aspects of the schools work.</li> <li>▪ Religious Education is consistently good.</li> <li>▪ Collective worship enables pupils to understand the school's distinctive Christian vision. quality religious education &amp; collective worship.</li> <li>▪ Staff are becoming increasingly confident at developing pupils' spiritual development across the</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school has a Christian Vision, linked to scripture but it is not fully embedded across the school.</li> <li>▪ Collective worship requires improvement</li> <li>▪ Religious Education requires improvement.</li> <li>▪ Leaders have not fully identified opportunities within the school's chosen curriculum to develop pupils' spirituality.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school does not have a vision which is linked to scripture or embedded across all stakeholders.</li> <li>▪ Collective Worship requires improvement it does not reflect the schools distinctive foundation.</li> <li>▪ and /or Religious Education does not reflect the schools distinctive Christian Foundation.</li> <li>▪ Opportunities for pupils to be courageous advocates in their</li> </ul>

Risk	Secure Green	Green	Amber	Red
	<p>seeking innovative ways of developing pupils' spirituality across the curriculum.</p> <ul style="list-style-type: none"> <li>▪ There is clear evidence that the school's curriculum is having a positive impact on generating high standards of behaviour &amp; respect amongst pupils &amp; adults.</li> <li>▪ Courageous Advocacy transforms pupils understanding of the world they live in and helps to understand their role in God's world.</li> <li>▪ Strong partnerships with local parish drives the schools relationships and enhances pupils experience of collective worship and wider relationships with the community as a whole.</li> </ul>	<p>whole curriculum.</p> <ul style="list-style-type: none"> <li>▪ Leaders ensure that within their work they provide a variety of opportunities for pupils to engage in social action within their local community so that they can be courageous advocates for change locally, nationally and globally.</li> <li>▪ Partnerships with parishes are strengthening through, for example, shared use of premises &amp; expertise within the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders are beginning to embed within their work a variety of opportunities for pupils to engage in social action within their local community so that they can be courageous advocates for change locally, nationally and globally.</li> <li>▪ Relationships with the local parish require further prioritisation.</li> </ul>	<p>local , national and global stage have not been developed.</p> <ul style="list-style-type: none"> <li>▪ There is little or no evidence of engagement with the local parish, DBE or wider Church's vision for education.</li> </ul>

## Appendix 6 - Centrally provided support 2023-24

### The vision and ethos of the Trust

The vision of the Diocese of Gloucester Academies Trust (DGAT) is to provide children of all faiths and none, with excellent educational provision which transforms lives within a caring and supportive Christian ethos. Our decision making and the central services we offer are focussed on the needs of each school, ensuring that children get the best primary school experience that we can offer. This means that we use our financial resources as effectively as we can to support teaching and learning and we invest in our staff to enable them to be the best they can be.

Working collaboratively to sustain and develop excellent educational provision is at the heart of the Trust's ethos. It is an expectation that all DGAT academies will play an active role in sharing best practice and learning from one-another, as well as being outward facing, engaging with the wider local and national educational agenda.

### Quality of service

Christian service sits at the heart of all we do. We value all our academies equally and will demonstrate this through the quality of service we provide. There is a direct contact number for each of our central team members and we aim to provide a response to emails and telephone messages within 5 working days. It will often be much quicker than this and will be immediate in an emergency, but where your query will take longer than this to resolve, we will give you a clear indication of timescales.

As a learning organisation we strive to ensure our services are the best they can be, and we will seek your views to improve further.

### The offer:

The Trust provides a wide range of support to its family of academies. This falls broadly into six categories:

#### 1. School Effectiveness

- A wide range of high quality CPDL events
- Frequent visits from the school effectiveness team to work with the Headteacher and governors on school priorities, providing support, challenge, coaching and mentoring. This support can vary depending on the agreed self-evaluation of the school.
- Joint monitoring activities to quality assure teaching and learning judgements
- Pastoral support for Headteachers including a weekend duty phone number
- Support with preparation for Ofsted and SIAMS visits and collation of self-evaluation documentation
- Onsite support on the days of inspections
- Headteacher support and networking through regular virtual Huddles and in person Headteacher days
- Induction programme for new Headteachers
- Termly leadership development and networking opportunities through subject and aspect specific forums led by expert practitioners for example SEND, EYFS, English, Maths, Pupil Premium
- Moderation across the Trust for all year groups
- Access to a Pupil Premium Champion providing support for the progress of disadvantaged pupils
- Support with writing and monitoring the impact of focussed Pupil Premium work
- Undertaking of Headteachers' performance management

- Philosophy for Children (P4C) training for all school staff
- Peer reviews and joint work scrutiny to support key aspects of school effectiveness work
- Support in evaluating the impact of work in developing outstanding practice, including production of template documentation and written reports for headteachers and governors
- Provision of statutory policies including safeguarding
- Access to a wide range of documents and resources to support leaders in all aspects of their role
- Support, training and continued professional development and learning opportunities for all staff
- Support for schools with RSHE and wellbeing work from the Trust Wellbeing Lead
- Opportunities for pupils to work together with children from other Trust schools
- Pupil tracking software (Target Tracker/Sonar in 2023-4), training, support and data migration
- Subscription to School Bus and The Confederation of School Trusts
- An annual Trust wide INSET day
- General advice and support in terms of school leadership and decision making.
- A weekly communication (the Herald) which distils DfE, LA and Trust communication in one easy to read place
- A range of documents to save leaders time in monitoring and evaluating provision

## 2. Safeguarding

- An annual safeguarding audit
- Support for all safeguarding questions from the Trust Safeguarding Lead
- Support with dealing with allegations against staff
- Access to the Trust safeguarding policy which is updated in line with any changes to Keeping Children Safe in Education
- Update training for DSLs, those responsible for the single central record and safeguarding governors
- Guidance in accessing mandatory training for school staff and governors
- Advice and guidance on the single central record from the central team
- Supervision as requested for DSLs.
- Safeguarding induction training for all new Governors.

## 3. Governance

- The oversight of the Trust Board, who take on the legal and statutory responsibilities of the Trust and its schools.
- Access to central governance lead support and expertise
- Legal advice and support as necessary
- Support throughout the conversion process
- Training and support to transition from maintained governance to academy governance
- HR support for conduct and capability hearings and appeals
- Processing of appointments for governors (including foundation appointments)
- Membership to The School Bus and The Confederation of School Trusts
- Chairs of Governors' Group meetings three times a year
- Clerks' forum meetings three times a year
- National Governor Association (NGA) membership
- Advice and support regarding admissions
- Training opportunities for governors including annual update training for safeguarding, SEND and pupil premium governors

- The writing of significant change business cases, as required
- Regular governors' briefing to ensure governors are kept abreast of policy and legislative developments, for example changes to national funding arrangements
- Central staff attendance at governor meetings
- Policy co-ordination and development
- Support with handling complaints, and conduct and capability issues
- Central clerking support when requested

#### 4. Finance

- Access to a central finance team via telephone and email
- Statutory ESFA returns completed for each school including
  - ✓ Budget return (BFR, combined budget and 3-year forecast return)
  - ✓ Land and buildings return
  - ✓ Annual rates reclaim
  - ✓ Annual accounts return (AAR)
- Completion and submission of all financial reports required by the DfE
- Maintenance of the capital asset register
- VAT returns to HMRC
- Challenge and support to Headteachers and governing bodies regarding establishing long term (3-5 year) financial forecasts
- Bespoke finance package, including all annual finance software licences and budget setting software
- Ongoing training and support on all financial software, procedures and reporting
- Regular school business manager and finance staff forum
- Practical support with budget preparation and management, including monthly or bimonthly budget meetings with the Headteacher
- Regular updates and briefings on all financial and business-related matters, including, for example, changes to national pay scales and National Insurance rates
- Management of all month end procedures and submissions including VAT returns
- Preparation of monthly reports to Headteacher, Local Governing Board and the Trust
- Administration of the Local Government Pension Scheme and Teachers' Pension Scheme, including completing annual certificates and audit administration
- Management of procurement, best value and contract negotiations
- Applications for additional grants and funding, as opportunities arise
- Preparation and filing of annual Statutory Accounts for the Trust
- Regularity audits including liaising with internal and external auditors
- Preparation and submission of the Statement of Recommended Practice (SORP) – charity accounts
- Administration for all actuarial valuations
- Compliance checks on all financial and business functions
- Setting up and maintaining all bank accounts
- Supplier credential checks
- Membership to the Gloucestershire Association of School Business Managers if required
- Provision of a central finance function
- Administration and payment of the apprenticeship levy

## 5. Estates and Business

- Audit of the estate and prioritisation of actions through the provision of an online estate dashboard
- Support in developing a strategic response to estate management and premises development
- Negotiation, set-up and liaison for all insurance arrangements, including land and buildings
- Tendering, procurement and management of all capital projects
- Support with health and safety compliance checks including an online compliance dashboard
- Support with emergency planning and implementation
- Efficiencies through the economies of scale of central procurement of premises compliance servicing
- Trust wide deals brokered for school supplies and services
- Centrally arranged and managed contracts.
- Carbon reduction and energy efficiency audit and strategic heat carbonisation plan
- Streamlined energy and carbon reporting (SECR)
- Annual GDPR audit and training.
- Maintenance of a corporate risk register
- Oversight of all leases and contracts
- Oversight of insurance (RPA) and management of claims
- Support in the event of an emergency on site.

## 6. Human Resources and Legal

- Conversion support, including TUPE consultation, the preparation of the Commercial Transfer Agreement, Land Transfer Agreements and Funding Agreement
- Provision of Trust-wide HR policies and procedures
- Union negotiation
- Employee Assistance Programme for all staff
- HR support
- Occupational Health
- DBS online checks and associated costs
- Recruitment support
- Negotiations with the Local Authority, DfE, ESFA and Regional Director, as required
- Data Protection Officer provision-including support with Subject Access and Freedom of Information requests
- Secondment opportunities and arrangements

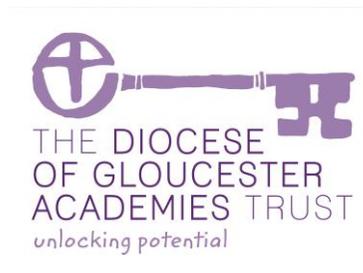
This support is funded through an annual levy from each school's General Annual Grant (GAG)

We ask that:

- ✓ Central colleagues are treated with the same courtesy and respect that schools expect from the central function.
- ✓ A prompt response to central team requests for information in line with the timescales set out above.
- ✓ An understanding that the central team needs to prioritise workstreams, and it may not always be possible to respond to a school request or resolve the issue immediately.

If you are dissatisfied with the service you are receiving, please contact the CEO directly by email.

## Appendix 7 - Headteacher report to local governing board



**Our vision is to enable all to flourish.** It is deeply rooted in the Christian faith, and these permeate our decision-making, our relationships, our communication and our learning.

Our Trust is founded on shared values and principles. Together, Trust Board, local governing boards, central team and school communities form one organisation. We are focussed on providing children of all faiths, and none, with excellent educational provision in an aspirational, caring and supportive Christian ethos.

### **Overview**

In all types of schools, governors have three core strategic functions, these are:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

The DGAT Trust Board delegates a number of responsibilities within these core functions to local governing boards (LGBs). These responsibilities are set out in the DGAT Scheme of Delegation. All headteachers and LGBs must understand these delegated responsibilities and ensure all information reported to local governors is in line with the scheme of delegation.

The importance of governance in driving school improvement is highlighted by both Ofsted and the DfE, in particular in DGAT how LGBs work with leaders to:

- Communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
- Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school.
- Provide support for an effective headteacher because of their understanding of the issues facing the school.

Local governors must be engaged in monitoring activities related to the school's development priorities and their statutory responsibilities throughout the school year using the suggested annual schedule of work for governing boards. Headteachers as part of their professional standards are required to provide regular reports to governors about the impact of their leadership actions and the progress the school is making towards

agreed goals – DGAT headteachers are required to provide three written reports to the LGB each academic year using the DGAT template Headteacher Report to Governors. This will include links to their own monitoring as well as notes of visit from the school improvement team.

### **Key principles**

- Written report frequency will be agreed with local governors but a minimum of three x a year.
- Where aspects of full reports are scrutinised at committees of the LGB, main findings will be reported to the LGB by the chair of that committee.
- Information will be provided in a format that enables local governors to focus on their delegated responsibilities.
- The report will be clear and concise.
- The report will draw on existing documentation rather than duplicating effort.
- The report will be provided seven days in advance of the meeting to facilitate pertinent and robust scrutiny and identification of key challenge questions.
- It is not expected that the headteacher will share their report verbatim with local governors during a meeting. It is expected that local governors will use the information provided within the report to identify questions that will lead to broad and professionally curious conversations that identify the impact of provision for all pupils.

<b>Name of school:</b>	
<b>Headteacher:</b>	
<b>Date of report:</b>	
<b>Date of LGB meeting reported to:</b>	
<i>Insert school vision here</i>	

**Statutory written reporting requirements for each academic year that sit alongside the Headteacher's report to governors.**

\*Governors to access via the school website to ensure the school is meeting [DFE statutory requirements](#) for publishing information

<b>Autumn Terms 1 and 2</b>	<b>Spring Terms 2 and 3</b>	<b>Summer Terms 5 and 6</b>
Self-evaluation Safeguarding School Development Plan Pupil premium report and future plan including catch up premium funding* SEND update* PE and Sports Premium plan* Annual Health and Safety Risk Assessment (in ordinary years) Performance Management update	Self-evaluation Safeguarding SEND report* Performance Management update	Self-evaluation Safeguarding SEND report*

**School contextual information and indicators**

Pupil numbers			Whole school PAN:				Safeguarding													
	PAN	Term x	Term x	Current	Any exceptions / accepted places		Total number of Safeguarding issues logged													
R							Term x	Term x	Current											
I																				
2							Number of pupils on a Child in Need Plan													
3							Term x	Term x	Current											
4																				
5							Number of pupils on a Child Protection Plan													
6							Term x	Term x	Current											
Number of pupils with an EHCP in place																				
Term x		Term x			Current															
Number of EHCP's in progress							Number of referrals to LADO													
Term x		Term x			Current		Term x	Term x	Current											
Pupil mobility																				
Report number of children who have left the school in each class, reason for leaving and their destination																				
Term x							Term x						Current							
R	I	2	3	4	5	6	R	I	2	3	4	5	6	R	I	2	3	4	5	6
Reason for leaving							Reason for leaving						Reason for leaving							
Destinations							Destinations						Destinations							

Attendance																									
		Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2			
<b>National %</b>																									
<b>Trust %</b>																									
<b>School %</b>																									
<b>Trust SEND %</b>																									
<b>School SEND %</b>																									
<b>Trust PP %</b>																									
<b>School PP %</b>																									
<b>Trust boys %</b>																									
<b>School boys %</b>																									
<b>Trust girls %</b>																									
<b>School girls %</b>																									
Term x								Term x								Current figure									
National %		School %						National %		School %						National %		School %							
	R	I	2	3	4	5	6		R	I	2	3	4	5	6		R	I	2	3	4	5	6		
Persistent Absence (lower than 90%)								Persistent Absence (lower than 90%)								Persistent Absence (lower than 90%)									
National %		School %						National %		School %						National %		School %							
Persistent lateness																									
Term x								Term x								Current figure									
R	I	2	3	4	5	6		R	I	2	3	4	5	6		R	I	2	3	4	5	6			
Actions the school has taken to address poor attendance and lateness																									

Behaviour							
<b>Behaviour incidents requiring a call home</b>	Term x	Term x	Current	<b>Bullying incidents</b>	Term x	Term x	Current
<b>Peer-on-peer incidents inc sexualised language or abuse</b>	Term x	Term x	Current	<b>Fixed Term Exclusions</b>	Term x	Term x	Current
<b>Racist Incidents</b>	Term x	Term x	Current	<b>Permanent Exclusions</b>	Term x	Term x	Current
<b>No of Part-time timetables</b>	Term x	Term x	Current	<b>No of pupils accessing Alternative provision</b>	Term X	Term X	Current

Staffing																	
Key: A – Absence, V – Vacancies, R - Recruited																	
Teaching Staff									Support Staff								
Last Academic Year			This academic year to date			This period			Last Academic Year			This academic year to date			This period		
A	V	R	A	V	R	A	V	R	A	V	R	A	V	R	A	V	R
Continued Professional Development																	
Teaching Staff									Support Staff								
Trust provided CPD			External CPD			Link to SDP priority no – not essential for all CPD			Trust provided CPD			External CPD			Link to SDP priority no – not essential for all CPD		
Impact									Impact								

Stage 2 Complaints Please do not share detail of complaints, only data						Subject Access Request/FOI Please do not share detail of requests, only data					
Term x		Term x		Current		Term x		Term x		Current	
Number	Resolved or proceeded to stage 3	Number	Resolved or proceeded to stage 3	Number	Resolved yes or no Proceed to stage 3	Number	DPO involved	Number	DPO involved	Number	DPO involved

Reportable funding spending and impact Governors are expected to access the school's full spending and impact report from the school website when reviewing this data											
Catch-up Premium			Pupil Premium			School Led Tutoring			PE and Sports Premium		
Total no. of pupils eligible	Total income this year	Spend to date	Carry forward	Total income this year	Spend to date	Allocation	Total income this year	Spend to date	Carry forward	Total income this year	Spend to date
	£	£	£	£	£	£	£	£	£	£	£
Summary of impact to date			Summary of impact to date			Summary of impact to date			Summary of impact to date		

School Development Plan: progress and impact - Please delete this and attach your RAP if this is applicable to you.						
SDP priority no.	Activities to date	Progress			Emerging impact	Issues identified
		Expected	Good	Less than expected		
Quality of Education						
Leadership and Management						

<b>Behaviour and Attitudes</b>						
<b>Personal Development</b>						
<b>Christian Character</b>						

### Impact of quality of education

Please insert screen shots, copy and paste or link to a separate document a copy of the most up-to-date pupil age related expectations overview from SONAR and school effectiveness team, this should include:

- Academic ambition overview
- Current age-related expectations/ Diminishing Difference/ Assessment Conversion etc...

EYFS	Word Reading		Comprehension		Writing		Number		Numerical Patterns		SSM		GLD		National 2023	Trust 2023	School 23	PP GLD		National PP GLD 2023	Trust PP 2023	School PP 23
	BL	ARE 2024	BL	ARE 2024	BL	ARE 2024	BL	ARE 2023	BL	ARE 2024	BL	ARE 2024	BL	ARE 2024				BL	ARE 2024			
															TBC	72%				TBC	57%	

Year 1 Phonics	EYFS 2023 WR	Year 1 2024		National 2023	Trust 2023	School 23	EYFS PP 2023 WR	Year 1 PP 2024		National PP 2023	Trust PP 2023	School PP 23
				TBC	80%					TBC	76%	
Year 2 Phonics	Year 1 PSC	Autumn 2023	Summer 2024	National 2023	Trust 2023	School 23	Year 1 PP PSC	Autumn PP 2023	End of Year 2 PP 23	National PP 2023	Trust PP 2023	School PP 23
				TBC	91%					TBC	83%	

KSI	Reading									
	Exp EYFS	ARE 24	Nat 23	Trust 23	School 23	Exce EYFS	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			TBC	74%				TBC	26%	
PP			TBC	52%				TBC	12%	

KSI	Writing
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	Exp EYFS	ARE 24	Nat 23	Trust 23	School 23	Exce EYFS	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			TBC	62%				TBC	10%	
PP			TBC	43%				TBC	3%	

KSI	Maths									
	Exp EYFS	ARE 24	Nat 23	Trust 23	School 23	Exce EYFS	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			TBC	76%				TBC	20%	
PP			52%	52%				TBC	8%	

Year 4 MTC	MTC									
	KSI	20 (ARE) 24	Nat 23	Trust 23	School 23	KSI GD	20+ (GD) 24	Nat GD 23	Trust 23 GD	School GD 23
All			TBC	NA				TBC	NA	
PP			TBC	NA				TBC	NA	

KS2	Reading									
	ARE KSI	ARE 24	Nat ARE 23	Trust 23 ARE	School 23 ARE	GD KSI	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			73%	76%				TBC	33%	
PP			TBC	64%				TBC	22%	

KS2	Writing									
	ARE KSI	ARE 24	Nat ARE 23	Trust 23 ARE	School 23 ARE	GD KSI	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			71%	73%				TBC	13%	
PP			TBC	55%				TBC	3%	

KS2	Maths									
	ARE KSI	ARE 24	Nat ARE 23	Trust 23 ARE	School 23 ARE	GD KSI	GD 24	Nat GD 23	Trust 23 GD	School GD 23
All			73%	74%				TBC	18%	
PP			TBC	57%				TBC	13%	