



Scheme of Delegation

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| Date | September 2023 |
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| Who we are | What we do |
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| Members | The Members are the guardians of the Trust’s constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled. The Members may agree to appoint/remove additional Members. |
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| Trustees | As a charity and company limited by guarantee, Cavendish Education Trust is governed by a Board of Trustees who are responsible for, and oversee, the management and administration of the Trust and the academies run by the Trust. The Board of Trustees is able to exercise all of the powers of Cavendish Education Trust. It is responsible for the performance of the Trust. |
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| Committees established by the Trust Board. | EDUCATION COMMITTEE (convened when required) | FINANCE, AUDIT & RISK COMMITTEE |
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| Chief Executive Officer (CEO) - Accounting officer | The Trustees will hold the CEO to account for the performance of the Trust, including the performance of the schools within the trust. The CEO in turn holds other senior leaders to account by line managing them. | |
| Local Governing Boards (LGB) | Monitor key aspects of the school/s in accordance with the Trust strategic plan; Safeguarding of pupils & staff, local stakeholder engagement; admissions; exclusions; panels; community relations; value for money; standards. | |

Introduction to Cavendish Education Trust

Our mission is to deliver the very best learning experiences and environment which inspires the highest outcomes for everyone within the Trust community.

Vision

Working collaboratively to inspire learners to demonstrate the knowledge, skills and values required for lifelong learning and to be successful, active members of the Trust and wider community

Values

The Trust has three shared key values which are Respect, Responsibility and Resilience. These are known as the three R's. They underpin everything that we do across the Trust, from planning and delivering our curriculum to personal development of individuals. Through our values a caring, supportive environment is created to promote learning.

Culture

We want all learners to work collaboratively within the Trust and in the wider community. They will demonstrate Trust values which support their knowledge and skills required for lifelong learning. The physical environment of our schools within the Trust promotes learning by being of the highest standards.

Key Objectives

- Developing high performing staff, ensuring we retain the highest quality staff through excellent CPD and career opportunities within CET schools
- Actively engage with local schools to improve the outcomes for pupils.
- Develop the physical environment of the schools within the Trust to promote learning. This will further support an improvement in pupil outcomes

As a charity and company limited by guarantee, Cavendish Education Trust (CET) is governed by a Board of Trustees who are responsible for, and oversee, the management and administration of the Company and the school's run by the Company (the "schools"). The Trustees are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education they provide, and they are required to have systems in place through which they can assure themselves of quality, safety, and good practice, with particular regard to school performance, the effective use of resources and the efficient expenditure of public monies.

In order to discharge these responsibilities and subject to the Articles, Trustees will appoint separate committees to be known as Local Governing Boards to govern one or more Academy and will establish other committees to ensure quality assurance and to enable the Trust to focus on strategic development. The Trustees will appoint people who are more locally based to serve on a board which has been established to ensure the good governance of the school. CET also has the right to appoint people (as Trustee Governors) to form a majority of the Local Governing Board. This Scheme of Delegation explains the ways in which the Trustees fulfil their responsibilities for the leadership and management of the school, the respective roles and responsibilities of the Trustees and the Governors of the Local Governing Body and the commitments to each other to ensure the success of the school.

The Board of Trustees cannot delegate any functions relating to the:

- constitution of the Trust;
- appointment or removal of the Chair and Vice-Chair of the Trustees;
- suspension or removal of Trustees;
- delegation of functions, i.e. the adoption or revision of this Scheme of Delegation;
- establishment of committees;
- dissolution of committees.

This Scheme of Delegation explains the ways in which the Directors fulfil their responsibilities for the leadership and management of CET, the respective roles and responsibilities of the Directors and the members of the Local Governing Board (LGB) and the commitments to each other to ensure the success of the schools. The membership of the LGB includes staff and parents, members are approved/appointed by the Trustees. In certain circumstances (see below) the Trust may withdraw some or all delegated functions from Local Governing Boards.

This Scheme of Delegation will apply to all schools for which the Trust is responsible. Any reference to “the schools” in this Scheme of Delegation refers to all schools within the Trust. This Scheme of Delegation therefore provides for certain functions to be carried out by one or more of the following:

- Board of Trustees
- Chief Executive Officer (CEO)
- Local Governing Board (LGB) of each school
- Executive Primary Headteacher, Heads of School, Heads of Phase, Chief Operating Officer

Who we are

Members

The members of the trust have a different status to trustees. Originally, they will have been the signatories to the memorandum of association and will have agreed the trust’s first articles of association (a document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust’s charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust’s articles of association. The Members are the guardians of the Trust’s constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled. The Members may agree to appoint/remove additional Members.

The Board of Trustees

The Trustees are personally responsible for the actions of the Trust and the schools and are accountable to the Members of the Trust, the Secretary of State for Education, and the wider community for the quality of the education received by all pupils of the CET schools and the expenditure of public money.

The Trustees are required as trustees and pursuant to the Funding Agreements to have systems in place through which they can assure themselves of the quality, safety, and good practice of the affairs of the Trust. The Trustees have overall responsibility and ultimate decision-making authority for all the work of CET; this is largely exercised through

strategic planning and the setting of policy and managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Trustees may decide to form Committees to carry out certain of its functions; there are two committees that consider issues across the whole Trust – the Education Committee, and the Finance, Audit & Risk Committee. The Trustees have the power to direct change where required. The Trustees have delegated responsibility of trust schools to Local Governing Boards (LGBs). In exceptional circumstances, it may be necessary for the Trust to take the decision that schools will share a LGB. The Trustees will approve the Chairs of the LGBs on an annual basis.

The Chief Executive Officer (CEO)

Day to day management of the organisation is undertaken by the Chief Executive Officer, supported by the Leadership Team. A significant number of responsibilities under the Scheme of Delegation lie with the CEO. The Trustees will hold the CEO to account for the performance of the trust, including the performance of the schools within the trust. The CEO in turn holds other senior leaders to account by line managing them.

The CEO is performance managed by the trust board. The CEO performance manages the Heads of schools but will seek input from the chair of the Local Governing Board.

Local Governing Boards (LGB)

Apart from ensuring good governance, the Trustees primary objectives are to assist the Executive in delivering the best possible outcomes for all pupils, and to hold the Executive to account for the ways in which this is carried out. It does this through the LGB of each school. The LGB acts in a governing capacity to the Trustees. The LGB's are responsible for the day-to-day management and governance of the schools under their jurisdiction. The majority of the leadership of each school is delegated to the Head of school. Each Head of school has responsibility for the pupils' welfare and progress at their individual schools. All senior staff lead on a range of school key responsibilities and ensure that they are consistently implemented and delivered across the school.

Delegated functions

This Scheme delegates various functions to the Local Governing Body:

- Ensure that the school functions effectively in accordance with the CET vision, mission and ethos;
- Monitor the key operational aspects of the school in accordance with its strategic plan, in particular:
 - (a) academic standards;
 - (b) safeguarding of pupils and staff, including risk management;
 - (c) local stakeholder engagement, and,
 - (d) financial management;

The Trustees will have the absolute discretion to review this Scheme of Delegation on an annual basis and to alter any provisions of it with consultation of involved parties. In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the LGB.

Funding

The Trust Board will manage the CET budget centrally and will determine the scope of mandatory core services to be procured centrally on behalf of the schools to include the provision of a coherent package for school improvement which is tailored to the needs of each individual school and shall deliver those services ensuring that they represent good value for money.

- The Trust Board will ensure all insurances are in place.
- The Trust Board will inform the appropriate government agency if it suspects any irregularity affecting resources, and approvals of any write-offs and other requirements

of the EFA/DFE.

- The Trust Board will agree to such items as maintenance and development of school sites; pay policies and performance management policies; dismissal payments.

Nolan Principles of Public Life ¹

Non-executive directors and trustees in the public sector need to have an understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship and adhere to Nolan's seven principles of public life. Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

¹Appendix 1

Scheme of Delegation distribution of functions

| Strategic Functions | | | | |
|---|--|---|--|--|
| Function | Local Governing Board (LGB) | Executive Primary Headteacher, Heads of School, Heads of Phase (School Leaders) | Chief Executive Officer | Trust Board |
| Strategic Objectives | <ul style="list-style-type: none"> Work in partnership with School Leaders, CEO and Trust Board to deliver on the strategic direction. | <ul style="list-style-type: none"> Work with the LGB to develop and deliver the strategic direction of the Trust | <ul style="list-style-type: none"> Support the development of the strategic direction with the Trust Board. Work in partnership with the Trust schools, the LGB and school leaders to deliver the strategic direction of the Trust | Ensure there is a strategic direction for the Trust (working with the CEO). |
| Compliance <i>All parties to work in line with the Nolan Principles and achieve the charitable objective of the Trust.</i> | <ul style="list-style-type: none"> To ensure full compliance with all Trust regulations including charity, company, the expenditure of public monies and employment law. The LGB will note the policies approved by the Trust Board and approve delegated policies Monitor policy implementation. | <ul style="list-style-type: none"> To ensure full compliance with all Trust regulations including charity, company, the expenditure of public monies and employment law. School Leaders will be responsible for ensuring that Trust policies and procedures are applied across the school | <ul style="list-style-type: none"> To ensure full compliance with all Trust regulations including charity, company, the expenditure of public monies and employment law. Report regularly to the Trust Board on compliance. Policies requiring consistency across all the schools in the Trust will be drafted by the CEO, together with other key Trust officers. | <ul style="list-style-type: none"> To ensure that the Board comply with all regulatory functions required within Charity, company & employment Law. That the Board and its academies meets all the expectations of the DfE and the ESFA The Trust Board will approve all statutory policies and make any amendments to them |
| Safeguarding (including Looked after Children) | <ul style="list-style-type: none"> To ensure that the school safeguarding procedures follows Trust policy through termly monitoring. All LGB members are Safeguarding trained and aware of the Keeping Children Safe in Education (KCSiE) document. One member of the LGB is to be designated as the lead Safeguarding Representative | <ul style="list-style-type: none"> To ensure the delivery of effective safeguarding procedures in accordance with Trust policy, local and national guidance. Ensure that the Designated Safeguarding Lead (DSL) is known to all staff and parents. All staff are familiar with Keeping Children Safe in Education (KCSiE). | <ul style="list-style-type: none"> Develop and monitor safeguarding policies and procedures across the Trust Ensure that all Trust staff are safeguarding, trained and familiar with and working to KCSiE. All the Trust schools have a trained DSL. Ensure that the LGBs are trained and effectively monitor safeguarding according to Trust | <ul style="list-style-type: none"> Agree safeguarding policies and procedures across the Trust. Review the effectiveness of the Trust-wide safeguarding policies and procedures. Ensure that the Trust has resourced safeguarding training for all Trustees, staff, and LGB members. |

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| | <ul style="list-style-type: none"> Notify the CEO and Trust Board of any safeguarding issues or concerns relating to school leaders or where LGB representatives or staff feel there is significant risk to a child | <ul style="list-style-type: none"> Immediately notify the CEO, The Trust and Chair of the LGB of any safeguarding issues or concerns relating to the conduct of staff or where school leaders feel there is a significant risk to a child | <p>policy and procedures.</p> <ul style="list-style-type: none"> Report to the Trust Board on the effectiveness of the safeguarding policies and procedures Immediately notify the Chair of the Trust Board if notified of any safeguarding issues or concerns relating to the conduct of staff or where school leaders feel there is a significant risk to a child | |
| Health & Safety | <ul style="list-style-type: none"> Work within the Health & Safety policy and procedures Monitor Health & Safety by undertaking regular Health and Safety visits. Access support from the Trust CEO, and to act on any issues raised or advice given. Report to the CEO on the management of risk and Health and Safety within the school One member of the LGB is to be designated as the lead Health and Safety Representative | <ul style="list-style-type: none"> Ensure that staff comply with Trust Health and Safety policy and procedures, | <ul style="list-style-type: none"> Ensure that the Health and safety policies and procedures are in line with current HSE guidance To monitor Health and Safety across the Trust and report to the Trust Board Ensure that each school in the Trust fulfils its Health & Safety obligation including appointing a lead member of staff and LGB monitoring visits and the management of risk. | <ul style="list-style-type: none"> Agree policy and procedures Receive reports on the management of risk and Health and Safety including compliance with HSE standards and guidance and any other regulatory guidance. |
| Governance | <ul style="list-style-type: none"> LGBs are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the schools and the Trust. LGBs operate within the Trust Board delegated authority. Conduct a skills audit annually and identify skill shortages, identify training needs and development and support for the LGB. Provide challenge and support to the Leadership Team as the school implements policies and School Priority Plans | <ul style="list-style-type: none"> Provide effective reports for LGB meetings which are reflective of strengths and weaknesses within the school Meet governors for monitoring visits to provide accurate, clear and concise information | <ul style="list-style-type: none"> Manage the day to day business of the Trust in line with policies approved by Trustees. Support the development of effective LGBs | <ul style="list-style-type: none"> Agree the overarching strategic direction and ensure robust governance Ensure governance is meeting the Trust's statutory obligations |

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| Stakeholder engagement | <ul style="list-style-type: none"> Support the Trust Board in developing and maintaining effective links within the school's communities in relation to the safeguarding and education of its pupils | <ul style="list-style-type: none"> Promote collaboration between the CET schools, implementing best practice across all schools Effectively communicate with parents and stakeholders | <ul style="list-style-type: none"> Promote collaboration between schools and sharing best practice Support the schools in their communications with their stakeholders. | <ul style="list-style-type: none"> Ensure effective links between the Trust Board across the CET schools and their responsibilities to their communities for safeguarding and the education of pupils |
| Admissions and appeals | <ul style="list-style-type: none"> Work with the CEO to prepare the school admissions policy in accord with the Trust admissions policy. | <ul style="list-style-type: none"> To manage admissions processes and waiting lists in line with the Trust policy and guidance from the CEO. Ensure the school has prepared appropriate paperwork and is represented at an appeal hearing | <ul style="list-style-type: none"> Working within current guidance, develop a model admissions policy for all the schools. Liaise with the local authority if appropriate. Provide training for CET staff to present to an Independent Appeals Panel Support the school if an appeal is received. | <ul style="list-style-type: none"> Determine a model admissions policy for all CET schools. |
| Exclusions | <ul style="list-style-type: none"> Work within the Trust policy and procedures. Appoint a panel to manage pupil discipline hearings access support from the CEO/Trust. Present termly reports on pupil exclusions to the Trust Board. | <ul style="list-style-type: none"> Follow Trust policy and procedures. Keep the LGB and the CEO informed of pupil permanent or fixed-term exclusions from the school. | <ul style="list-style-type: none"> Develop a policy on pupil management and exclusions. Offer training to the LGB panel. Support the school in following guidance on the management of excluded pupils. | <ul style="list-style-type: none"> Monitor pupil exclusions at all Trust schools. |
| Provision of external support/colaboration | | <ul style="list-style-type: none"> Advised by the CEO offer support to schools beyond the Trust for consideration. | <ul style="list-style-type: none"> Develop a protocol with the Headteachers that enables the sharing of expertise across the Trust and identifying staff and schools to receive such support for a period of time. | <ul style="list-style-type: none"> Trust Board expectation that schools collaborate to support each other. |

Financial Responsibility

| Function | Local Governing Body (LGB) | Executive Primary Headteacher, Heads of School, Heads of Phase (School Leaders) | Chief Education Officer (CEO) | Trust Board |
|----------------------------------|--|--|--|--|
| Setting the Budget for CET Trust | | <ul style="list-style-type: none"> The CEO/COO/Finance Director will consult with the School Leaders on the school budgets. | <ul style="list-style-type: none"> Together with the Chief Operating Officer (COO) prepare the annual school budget. In-year revisions to budget proposed by the CEO presented to the Trustees in line with the financial Scheme of Delegation The CEO will advise the FAR Committee such items as will significantly impact on school budgets such as (but not exclusively limited to): maintenance and development of school sites, pay policies and performance management policies. | <ul style="list-style-type: none"> The priority of the Board is to develop a sustainable budget through strategic financial planning in line with schools priority plans. The Trust's FAR Committee will review budget setting and forecasts and make recommendations for approval to the full Trust Board The Trust Board will approve annual budgets The Trust Board will ensure that all statutory returns are completed and submitted to the ESFA. |
| Budget monitoring | <ul style="list-style-type: none"> On behalf of the Trust Board monitor spend against specific budgets as required in line with school plans. | <ul style="list-style-type: none"> Will manage and be responsible for delegated budgets and ensure they are spent according to educational plans Executive Primary Headteacher may request approval from the CEO for virements in line with the Financial Scheme of delegation | <p>CEO to meet with FAR Committee/ Trust Board on school budgets and;</p> <ul style="list-style-type: none"> Report to Trust board any major variances in accordance with the scheme of delegation To monitor spend and ensure best value for money has been achieved across the Trust To undertake benchmarking exercises | <ul style="list-style-type: none"> FAR committee will review the school budgets throughout the financial year and report to the Trust Board. Support, challenge and review spend and ensure best value for money has been achieved across the Trust |
| Financial controls | | <ul style="list-style-type: none"> To comply with CET Financial Scheme of Delegation and | <ul style="list-style-type: none"> To ensure probity and good financial management across the | <ul style="list-style-type: none"> Review finance procedures to ensure |

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| | | financial procedures. | Trust. | good and sound financial management across the Trust. <ul style="list-style-type: none"> ● Compliance with the provisions of the funding agreements |
| Reporting and Internal Audit Requirements | <ul style="list-style-type: none"> ● The LGB will ensure compliance with the internal audit requirements, as required | <ul style="list-style-type: none"> ● The school Leaders are responsible for providing such information and assistance in relation to any requests from internal audit or scrutiny reviews. ● Assist in any audit work requirements delegated from the CEO | <ul style="list-style-type: none"> ● The CEO will monitor the management accounts of each school within the Trust and its compliance with internal auditing requirements on an ongoing basis and report any concerns to the Trust Board ● Any returns are completed and submitted to the ESFA | <ul style="list-style-type: none"> ● The Trust Board will review and approve the financial scheme of delegation. ● Statutory returns are submitted to ensure compliance ● Ensure the Trust follows the Academy Financial Handbook |
| Statutory Audit Procedures | <ul style="list-style-type: none"> ● Comply with any request from statutory audit | <ul style="list-style-type: none"> ● The School Leaders are to provide information and assistance in relation to any requests from statutory audit | <ul style="list-style-type: none"> ● Monitor that the Trust schools work within the statutory audit procedures. ● Comply with any requests from statutory audit and report compliance to the Trust Board | <ul style="list-style-type: none"> ● Trust Board to approve the statutory financial accounts and these are signed off by the members at their AGM ● Ensure tender exercise is completed for External Audit services when required |

Human Resources (refer to Appendix 2)

| Function | Local Governing Board (LGB) | Executive Primary Headteacher, Heads of School, Heads of Phase (School Leaders) | Chief Education Officer (CEO) | Trust Board |
|----------------------------------|--|--|---|---|
| Recruitment | <ul style="list-style-type: none"> Support the recruitment of staff by providing representation on recruitment panels where required | <ul style="list-style-type: none"> Request approval from the CEO for any recruitment requirements. Lead the process for recruiting to staff vacancies as required in line with CET recruitment procedures | <ul style="list-style-type: none"> To approve the recruitment processes for staff Approve recruitment requests, ensuring appointments are in line with budgetary constraints Ensure all recruitment is conducted with due regard to Safer Recruitment procedures. Ensure schools are following the Trust recruitment policy Lead the recruitment of senior leaders Provide staffing contracts and variations to contracts | <ul style="list-style-type: none"> Approve all HR policies Receive CEO report on staffing across the Trust schools Support recruitment when required and lead on CEO appointment |
| Terms & Conditions of Employment | <ul style="list-style-type: none"> Are informed, for information, of any change in staff terms and conditions of employment | <ul style="list-style-type: none"> School Leaders may make proposals to the CEO with regard to the terms & conditions of employment | <ul style="list-style-type: none"> Report to the Board on any proposals to change terms of employment at any of the schools. Trust schools comply with current employment law. Responsibility for deciding any terms and conditions of working practices | <ul style="list-style-type: none"> Responsible for the contractual terms and conditions for all Trust employees. Decisions concerning any change to the terms of employment of staff (both teaching and support) will lie with the Trust Board. |
| Performance Management | <ul style="list-style-type: none"> Pay committee to monitor and challenge the staff performance review process and outcomes Pay committee to inform whole of LGB | <ul style="list-style-type: none"> School Leaders will advise the LGB Pay committee on appraisal and salary review process for teaching staff Follow the Trust process and protocols. Inform the CEO of the outcomes of the review. | <ul style="list-style-type: none"> Manage any appeals following the performance review process, if required Report to the Trust Board annually on staff performance and ensure the outcomes are reflected in school budgets. | <ul style="list-style-type: none"> Determine the CET Performance Management policy and procedures Review the management and outcomes of the performance review process and ensure pay review costs are accounted for. |

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| Performance Management of CEO/ Primary Executive Headteacher / Heads of Schools (phases) | <ul style="list-style-type: none"> Through the Chair, support the Head of schools (phase) performance management process if required. | <ul style="list-style-type: none"> Primary Executive Headteacher to lead on Head of schools (phase) performance management Instigating the performance review timetable/ process and procedures. Prepare evidence for the performance management | <ul style="list-style-type: none"> To lead the Primary Executive Headteacher/ Head of Secondary Phase performance management process Consult with the Chairs of the LGB and receive evidence/ views Manage arrangements for the mid-year review. | <ul style="list-style-type: none"> Lead on the CEO performance management Participate in Primary Executive Headteacher performance management Manage any appeals in respect of the performance management for the CEO/Primary Executive Headteacher |
| Continuous Professional Development (CPD) | <ul style="list-style-type: none"> Receive School Leaders reports on effectiveness on CPD programmes. | <ul style="list-style-type: none"> Develop the CPD programme Report to the LGB & CEO the impact of CPD at the school. | <ul style="list-style-type: none"> Review the spend on continuous professional development and its impact across the Trust | <ul style="list-style-type: none"> Receive reports on the impact of CPD on raising pupils' achievement. Review the budget allocation for CPD annually |
| Disciplinary, Capability and dismissal hearings | <ul style="list-style-type: none"> As required, form a panel to conduct any disciplinary proceedings and dismissal hearings | <ul style="list-style-type: none"> Follow and implement the Trust discipline and grievance policies and procedures. | <ul style="list-style-type: none"> Hold appeals following disciplinary and/or dismissal procedures, where required Notify the Trust Board of the proceedings. | <ul style="list-style-type: none"> Approve disciplinary and capability policies. Hold appeal hearings where required Receive CEO report |
| Structural change (redundancies) | <ul style="list-style-type: none"> Receive a report from senior leaders on any proposals for redundancies or staffing structures LGB chairs to provide feedback to CEO on proposals | <ul style="list-style-type: none"> School leaders will be responsible for proposing a revised staffing structure for the school, to the CEO School leaders will be responsible for leading and managing the structural change process with the support of the CEO | <ul style="list-style-type: none"> The CEO will support the senior leaders throughout the restructuring process and will attend consultation meetings where the CEO considers this is appropriate Recommend proposals for any organisational changes or redundancies to the Trust Board for approval | <ul style="list-style-type: none"> The Trust Board will consider any representations made by the CEO and will approve any structural change where required. Decisions concerning redundancies will lie with the Trust Board. |

Education Performance of Cavendish Education Trust CET

| Function | Local Governing Board (LGB) | Executive Primary Headteacher, Heads of School, Heads of Phase (School Leaders) | Chief Education Officer (CEO) | Trust Board |
|-----------------------------------|--|--|--|---|
| School Priority Plan | <ul style="list-style-type: none"> ● Agree schools priority plans ● Receive termly progress and impact reports from School Leaders on the School Priority Plan. | <ul style="list-style-type: none"> ● In collaboration with the staff, and the CEO, develop a school priority plan reflecting the priorities of the school and the expectations of the Trust. ● Monitor progress against the school priority Plan termly. ● Report the impact and progress of the school Priority plan to the LGB. | <ul style="list-style-type: none"> ● Monitor and evaluate progress against the School Priority Plan and Trust Key Performance Indicators and its impact on improving pupil outcomes. | <ul style="list-style-type: none"> ● Agree Trust-wide Key Performance Indicators ● Receive regular reports from the CEO on the impact of the plan and its impact on pupil outcomes |
| Improving pupil outcomes | <ul style="list-style-type: none"> ● Monitor the pupil outcomes for all pupils at the school ● Receive external reports ● Ensure that School Leaders have early intervention strategies where necessary | <ul style="list-style-type: none"> ● Work positively with external partners to raise achievement for all pupils ● Where underperformance is identified access the support from within the Trust | <ul style="list-style-type: none"> ● Support the development of a School Priority Plan process. ● Regularly monitor outcomes for all pupils across the Trust schools. ● Report to the Board annually on school progress and the effectiveness of the School Priority Plan of each school and the impact of improving pupil outcomes | <ul style="list-style-type: none"> ● Receive reports on school's pupil outcomes |
| Outcomes for Disadvantaged pupils | <ul style="list-style-type: none"> ● Receive reports from school leaders on the impact of the Pupil Premium funding | <ul style="list-style-type: none"> ● Report to the CEO and the LGB on the progress of disadvantaged pupils and the impact of pupil premium funding | <ul style="list-style-type: none"> ● Monitor the effectiveness of Pupil Premium funding and the evidence of the impact ● Recommend any intervention strategies for consideration by the Trust Board | <ul style="list-style-type: none"> ● Receive reports on the effectiveness of the Pupil Premium funding on outcomes for disadvantaged pupils. ● Agree intervention strategies if there are concerns about the ineffective use of the Pupil Premium funding and lack of progress for disadvantaged pupils |

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| Self-evaluation | <ul style="list-style-type: none"> ● Complete LGB self- evaluation identifying strengths and weaknesses ● Review the school self- evaluation and the school's strengths and weaknesses | <ul style="list-style-type: none"> ● Complete the school self- evaluation process, offering robust evaluation evidence and validation of data ● Report self-evaluation to the LGB for consideration | <ul style="list-style-type: none"> ● Initiate the Trust self- evaluation process in each school, including LGB self- evaluation ● Receive the reports from the Headteachers ● Report school's self- evaluations with the Trust ● Recommend any support/interventions required. | <ul style="list-style-type: none"> ● Review self-evaluation reports ● Introduce any interventions or support required. |
| School hours and term dates | | | <ul style="list-style-type: none"> ● Recommend to Trust Board term dates and school hours taking into account views of school's | <ul style="list-style-type: none"> ● Agree term dates and school hours |

Nolan Principles

The Governance Handbook states that:

... everyone in governance should be aware of and accept the seven principles of public life, as set out by Lord Nolan and applying to anyone, locally and nationally, who is elected or appointed as a public office-holder.

The Nolan principles are:

1. **Selflessness:** Holders of public office should act solely in the public interest
2. **Integrity:** Holders of public office should not place themselves under external obligations that could influence their public duties
3. **Objectivity:** Holders of public office should make public appointments based on merit
4. **Accountability:** Holders of public office are accountable to the public for their actions
5. **Openness:** Holders of public office should be open in their decision making
6. **Honesty:** Holders of public office must declare any private interest that could impact on their public work
7. **Leadership:** Holders of public office should promote these principles through leading by example

HR Levels of Authority

ALL appointments to be advertised across the CET's academies must be agreed with the Chief Executive Officer.

| Recruitment | |
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| All appointment panels must contain at least one member who has undertaken Safer Recruitment Training. The Chief Executive Officer may nominate an alternative representative if they are unavailable to make up a panel | |
| Posts | Appointees (the CEO, EHP, COO and Director of HR can attend any appointment where required) |
| Chief Executive Officer (CEO) | Trustees |
| Executive Headteacher (Primary) (EHP) | Trustee, Chief Executive Officer |
| Chief Operating Officer (COO) | Trustee, Chief Executive Officer |
| Heads of School/Phase | Chief Executive Officer/ Executive Headteacher (Primary), member(s) of LGB plus member(s) of Senior Leadership Team where appropriate |
| Deputy and Assistant Headteachers | Chief Executive Officer/Executive Headteacher (Primary), , Head of School/Phase plus member(s) of LGB and Senior Leadership Team where appropriate |
| Heads of Faculty | Chief Executive Officer, Head of School, plus member of Senior Leadership Team where appropriate |
| Directors of central functions | Chief Executive Officer , Chief Operating Officer, and 1 other as determined by the Chief Executive Officer if required |
| Heads of Department | Head of School, Deputy/Assistant Headteacher, Head of Faculty |
| TLR Posts | Head of School, Deputy/Assistant Headteacher, Head of Faculty |
| All other Teaching posts | Head of School/Phase (or nominated representative), Senior Leadership Team, and Head of Faculty/Subject/Year Group Lead where appropriate |
| All School based support Staff posts | Line Manager, Senior Leadership Team/Directors of central functions, teaching and support staff as appropriate |

DISCIPLINARY CASES AND DISMISSALS

For all disciplinary cases and dismissals the following delegation model shall apply for the following: Disciplinary, Capability (professional competence), Ill Health Capability, Redundancy (The Board will have determined that there is a Redundancy situation), any other substantial situation

| Posts | Delegated Authority | Appeal |
|--|---|--|
| Chief Executive Officer | Chair of Board | 3 Trust Board members |
| Executive Headteacher (Primary), Chief Operating Officer | Chief Executive Officer | 3 Trust Board members |
| Heads of School/Phase | Chief Executive Officer, Executive Primary Headteacher | 3 Trust Board members (or 2 trustees + CEO if not the delegated authority) |
| Deputy and Assistant Headteachers | Executive Primary Headteacher, Head of School/Phase | 2 Governors + CEO |
| All other Teaching posts and Support staff in School | Executive Primary Headteacher/ Heads of School/Phase, Chief Operating Officer/ Director of HR | 2 Governors + CEO |

| OTHER HR FUNCTIONS | |
|---|--|
| Function | Delegated Authority |
| Settlements/Compromise agreements up to and including £10,000 | Chief Executive Officer to sign |
| Settlements/Compromise agreements in excess of £10,000 | Chief Executive Officer and Chair of Trust. Chair of Trust Board to sign |
| Settlements/Compromise agreements in excess of £50,000 | Approval to be sought from the ESFA/HM Treasury |
| | |
| Signature of Letter of Appointments | Delegated Authority |
| Chief Executive Officer | Chair of Trust |
| All other posts | Chief Executive Officer (Chief Operating Officer in CEO absence) |
| Teachers Pay – Threshold/UPS | Chief Executive Officer (Chief Operating Officer in CEO absence) |