



Sherborne Area Schools' Trust Scheme of Delegation January 2019

Buckland Newton CE Primary School, Sherborne Abbey CE Primary School, Sherborne Primary School, St Andrew's CE Primary School, St Mary's CE VC Primary School, The Gryphon School, Thornford CE Primary School



Key Principles of Operation:

Underlying principles of the partnership (ethos & culture)

The following principles will guide and secure the purpose and goals of the Trust.

- All trustees, governors and professionals working for the Trust will accept and embrace their professional responsibility to care for every child and young person within the Partnership. They will be open to change, treating all within the wider SAST community with dignity and respect at all times. They will follow the seven principles of public life (the Nolan principles):
 1. Selflessness – Holders of public office should act solely in terms of the public interest.
 2. Integrity – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
 3. Objectivity – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
 4. Accountability – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
 5. Openness – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
 6. Honesty – Holders of public office should be truthful.
 7. Leadership – 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.
- Every child has the right to the highest quality academic, social, emotional, spiritual and physical education.
- All children and young people will be nurtured within an agreed moral framework secured through British values, Christian values, values of community schools and the values identified in the United Nations Convention on the Rights of the Child.
- Our partnership is an inclusive learning community in which children and adults together are committed to learning; inspired by a love of lifelong learning. The partnership focus is to enhance the whole of a child's learning journey from 0-19 and it also promotes learning amongst adult members of school communities and the families of pupils.
- All schools are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.
- Opportunities for greater consistency and coherence will be actively sought for the benefit of all children and staff.

- We will celebrate each school's unique and individual characteristics in the community it serves. Each school will retain its individual identity, uniform, ethos and where relevant Christian distinctiveness but will be working together for the benefit of the children, families and communities that they serve.
- There will be a rigorous focus on the key areas for improvement in order to achieve the highest standards of academic and personal achievement - nurturing our students' spiritual, moral, social, physical and cultural development.
- All the Trust leaders will act impartially in the best interest of the trust and will work in the best interest of all the academies.
- The Trust will recognise, prepare for and act upon the national and local changes taking place across education and that face the partnership trust.
- The Trust will seek to pre-empt issues of performance (educational, financial, compliance etc). Where a school is experiencing or at risk of experiencing issues, the Trust will take the appropriate action to support the school to resolve those issues in a timely manner and for the benefit of those within the Trust.
- All schools value all of our staff and the contribution they bring to our schools and for our young people. All partner schools are committed to supporting the development of all staff, to foster leadership and succession planning and to offer staff greater opportunities within the trust and its academies; and we will engage with our staff in shaping the provision across the Trust.

Introduction to Trust and Local Accountability

The Sherborne Area Schools' Trust is the statutory body for all the schools in the Multi Academy Trust. The Secretary of State for Education has entered into an agreement with the Sherborne Area Schools' Trust to run the schools in the Trust and therefore the Multi Academy Trust Board is responsible for the standards and operation of all schools in the Trust.

The Multi Academy Trust Board may delegate the authority to make certain decisions to a local governing body or other committee, and must approve the membership and proceedings of any local governing body, with due regard to the requirements of the Articles of Association of the Sherborne Area Schools' Trust. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

Only the Trust Board can take decisions on the delegation of powers. This includes:

- the establishment of local governing bodies,
- the approval of terms of reference,
- the appointment of trustees and governors [with the exception of elected parent or staff governors and in liaison with the Diocese regarding the position of Diocesan/Foundation representation],
- the delegation of any powers to a school local governing body or Trust committee or an individual in the SAST
- any changes to previous agreements.

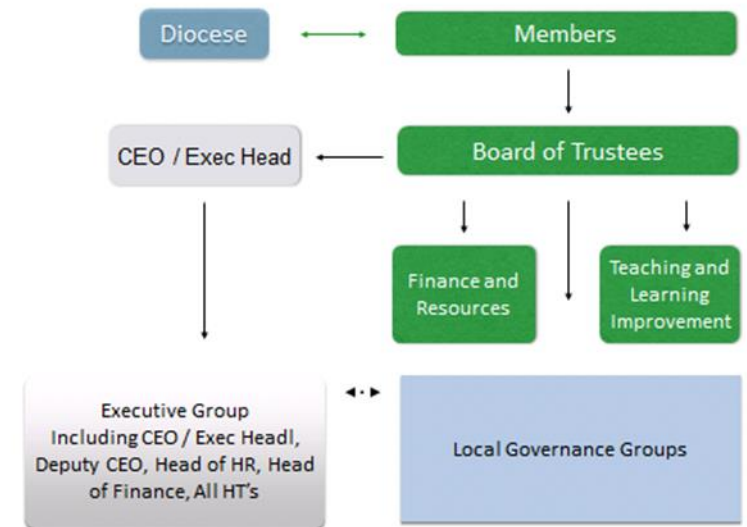
The Trust Board must also review the terms of reference, constitution and membership of any local governing body, committee or sub-committee annually.

The governance and leadership structure

The SAST and its schools will continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear and simple but effective accountability including slim and streamlined governance.

The Trust has a governance structure of 3 core levels :

- **Members:-** Members are akin to the shareholders in a commercial company, they appoint the Trustees to run the SAST, and are the only people able to amend the Articles of Association of the SAST. There will be up to 6 members of which 1 will be the Diocese of Salisbury in a corporate capacity and 2 other will be of foundation status. Members will have strategic vision, collectively will have a range of skills such as academic/education, financial, legal, corporate business and creative/cultural.
- **Board of Trustees:-** Trustees are those people who actually run, determine policy, and make decisions for the SAST. They are the statutory Governing Body of each School within the SAST. There will be 12 trustees including 6 with foundation status. The Trustees will be appointed on the basis of the skills balance required for the SAST including finance, legal, HR, project/business management, education, estates. The CEO/Executive Principal will be a Trustee.
- **Local Governance:-** Within the shared vision of the SAST each school will retain a Local Governing Body with agreed delegation to respond to the context, status, needs and resources of its school community and its connections to the wider world. The Local Governing Group will focus on teaching and learning, standards and achievement, community and safeguarding. There will be up to 12 local governors in each school and each Local Governing Group will be established to reflect its VC, VA or community status. There will be no local level sub-committees.



The SAST Board of Trustees has two central Trust Committees for Teaching and Learning Improvement and Finance and Resources . All schools within our MAT are accountable to the Board of Trustees for standards and achievement.

The Trust has an operational management structure to lead and support its aspirations. This includes a CEO/Executive Principal and a Financial Director role (as required by the Academies Financial Handbook) who is appointed by the Board of Trustees. There is an Executive Board chaired by the CEO which includes all school Headteachers and the Finance Director and Head of HR.

The Diocese of Salisbury will be kept informed by the Corporate member, Foundation members and governors on issues of concern or Trust change which affect church academies. This would include school effectiveness, Christian distinctiveness, financial sustainability, safeguarding and CEO/Headteacher issues.

Key Governance and Operational Groups and Individuals – a Summary

<p>Members Core Purpose</p> <ul style="list-style-type: none"> Overarching responsibility Articles Appoint/remove trustees <p>Membership</p> <ul style="list-style-type: none"> 6 in total 3 Foundation 2 members also trustees <p>Meetings</p> <ul style="list-style-type: none"> 2 per year 	<p>SAST Board of Trustees Core Purpose</p> <ul style="list-style-type: none"> Strategic direction Policy framework Employer Compliance Risk management Company directors <p>Membership</p> <ul style="list-style-type: none"> 12 in total 6 Foundation <p>Meetings</p> <ul style="list-style-type: none"> Up to 6 meetings per year Quorum - 6 	<p>SAST Finance and Resources Committee Core Purpose</p> <ul style="list-style-type: none"> Finance Audit Premises Financial compliance <p>Membership</p> <ul style="list-style-type: none"> at least 5 Trustees the CEO the SAST Finance Director Two school HTs <p>Meetings</p> <ul style="list-style-type: none"> Up to 4 meetings per year Quorum - 3 	<p>SAST Teaching and Learning Improvement Committee Core Purpose</p> <ul style="list-style-type: none"> Performance & standards Educational development Staffing Safeguarding Other compliance <p>Membership</p> <ul style="list-style-type: none"> at least 5 Trustees the CEO the SAST Head of HR Two school HTs <p>Meetings</p> <ul style="list-style-type: none"> Up to 4 meetings per year Quorum - 3 	<p>Other SAST Sub committees</p> <ol style="list-style-type: none"> Pay and Remuneration Staff Disciplinary Student Disciplinary <p>Membership</p> <ul style="list-style-type: none"> Any 3 trustees <p>Meetings</p> <ul style="list-style-type: none"> As required Quorum - 3
<p>School Local Governing Body Core Purpose</p> <ul style="list-style-type: none"> School improvement Community provision Curriculum Teaching and learning Behaviour School facility and budget monitoring <p>Membership</p> <ul style="list-style-type: none"> Up to 12 per school Designation to mirror existing school status <p>Meetings</p> <ul style="list-style-type: none"> Max 5 per year 	<p>Executive Group Core Purpose</p> <ul style="list-style-type: none"> Quality Consistency and coherence Sharing Improvement <p>Membership</p> <ul style="list-style-type: none"> CEO All HTs Finance Director Head of HR <p>Meetings</p> <ul style="list-style-type: none"> Every 1-2 weeks 	<p>Chair of Governors Group Core Purpose</p> <ul style="list-style-type: none"> Support strategy development Board/LGB communication <p>Membership</p> <ul style="list-style-type: none"> Chair of Trustees Vice chair of trustees Chairs of all LGBs <p>Meetings</p> <ul style="list-style-type: none"> 3 per year 	<p>Executive Headteacher/CEO Core role</p> <ul style="list-style-type: none"> Chair of Executive Board Quality Consistency and coherence Sharing Improvement <p>Meetings</p> <ul style="list-style-type: none"> Every 1-2 weeks with EG 	<p>Other operational groups</p> <ul style="list-style-type: none"> Finance HR Site/Premises Grounds <p>To be developed</p> <ul style="list-style-type: none"> e-learning/ICT Promotion/marketing SEND Catering/Food <p>Meetings</p> <p>As required</p>

Retention of Powers

Some key decisions cannot be delegated and must be taken by the Trust Board. In these cases the Trust Board may still ask a person or a working group to consider issues and make *recommendations* to them, as long as the full Trust Board takes the decision. This is also true for the local governing body, where some key decisions cannot be further delegated and must be taken by the local governing body. Again, the local governing body may ask a person or a working group to consider issues and make *recommendations* to them, so long as the local governing body takes the decision. The Trust Board and local governing bodies should take care to distinguish between committees which have delegated powers and working groups/parties or informal groups which do not.

Responsibilities of the Sherborne Area Schools' Trust

The Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline. Decisions relating to staff dismissal and appeals must be referred to the SAST staff discipline committee and staff appeal committee.

The Trust Board is the admissions authority for all schools in the Trust. (The Admissions Policy to be developed)

The Trust Board will agree the final budget allocation (formula minus agreed top slice) for each school and approve the expenditure budget plans which have been set by each School.

The Trust Board may delegate such authority as it deems appropriate to a Local Governing Body but the Trust Board remains collectively and personally responsible for every decision made by the Local Governing Body. Consequently the Trust will not:

- (a) fetter or restrict its own ability to withdraw such delegation at any time, with or without notice; or
- (b) delegate authority to a Local Governing Body to:
 - set an expenditure budget without the approval of the Trust Board
 - appoint or remove a headteacher (though the Local Governing Body will be consulted)
 - appoint or remove a Chair or Vice Chair of a Local Governing Body
 - suspend or remove a Local Governing Body Member
 - act in a way inconsistent with any of the Trust's published policies and procedures

Appointment of Local Governing Bodies

The membership balance of the LGB will reflect its pre-existing status. The Trust Board has responsibility for the establishment of a local governing body in each school, with agreed delegation arrangements. Membership will come from the local community and the LGB must have a balance of experience and expertise to fulfil its functions. The seven principles of public life (the Nolan principles) define the characteristics required by local governors.

The LGB will recommend the Chair and the Vice Chair to the Board of Trustees for approval. The Academy Trust Board may appoint/ remove the chair. Criteria for effective chairmanship will be established. Support and training will be provided for chairs and LGBs. The delegation arrangements should be kept under constant review, and should be approved each year with regard to each member academy, (e.g. the first Trust Board meeting in the autumn term). Good practice requires the Trust Board to consider the delegation arrangements at least annually.

The Role of Trustees (from the Academies Financial Handbook 2018)

1.3.2 The trustees should focus on the three core functions of governance:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing and ensuring effective financial performance.

1.3.3 The trustees **must** apply the highest standards of governance and take full ownership of their duties. They **must** comply with the trust's charitable objects, with company and charity law, and with their funding agreement. The duties of company directors are described in sections 170 to 181 of the Companies Act 2006, but in summary are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties
- declare interest in proposed transactions or arrangements

The duties of charity trustees are described in the Charity Commission's guidance *CC3: the essential trustee: what you need to know, what you need to do*. Trustees should also be aware of other Charity Commission guidance, including that in annex D.

1.3.4 The trustees **must** ensure regularity and propriety in use of the trust's funds, and achieve economy, efficiency and effectiveness – the three key elements of value for money

1.3.5 The chair of trustees is responsible for ensuring the effective functioning of the board and setting professional standards of governance. ESFA will help chairs and their boards to do this if required.

The Role of Members (from the Department for Education Academies Financial Handbook 2018)

1.4.1 As charitable companies limited by guarantee every trust has members who have a similar role to the shareholders of a company limited by shares. They:

- are the subscribers to the trust's memorandum of association (where they are founding members)
- may amend the articles of association subject to any restrictions in the articles, the funding agreement or charity law
- may, in certain circumstances, appoint new members or remove existing members
- have powers to appoint and remove trustees in certain circumstances
- may, by special resolution, issue direction to the trustees to take a specific action
- appoint the trust's auditors and receive the trust's audited annual accounts (subject to the Companies Act)
- have power to change the name of the company and, ultimately, wind up the academy trust.

1.4.2 The Department's minimum requirement before entering into a funding agreement is that academy trusts have at least three members, although the Department's strong preference is for trusts to have at least five members, as this:

- provides for a more diverse range of perspectives
- ensures members can take decisions via special resolution without requiring unanimity.

1.4.3 Employees of the trust **must not** be members unless permitted by their articles of association. The current model articles do not allow members to be employees.

1.4.4 The Department's view is that there should be a significant degree of separation between the individuals who are members and those who are trustees. If members sit on the board of trustees this may reduce the objectivity with which the members can exercise their powers. The Department's strong preference is for a majority of members to be independent of the board of trustees.

1.4.5 As responsibility to conduct the trust's business sits with the trustees, members should be 'eyes on and hands off' and avoid compromising the board's discretion. However if the governance of the trust by the board of trustees becomes dysfunctional the members will have a strong interest in ensuring the board has plans to address the issues or otherwise to remove the board or individual trustees and re-appoint trustees with the skills necessary for effective governance.

The Role of Foundation Trustees (from the SDBE Governor Policy)

The Trustees will be held responsible for the fulfilment of section 3.3 for all our church schools

As representatives of the church's role in the school, foundation Trustees must:

- fully support, cherish, preserve and develop the distinctive Anglican and Christian ethos of the school, ensuring that the school has a distinctive Anglican and Christian vision and values which lead to effective practice and outcomes
- preserve and strengthen the links between church, school and diocese.
- take an active role in the school's self-evaluations of progress against the 'Statutory Inspection of Anglican and Methodist Schools' (SIAMS) schedule
- ensure that collective worship and religious education at the school follow the appropriate guidelines and/or syllabus
- ensure that collective worship at the school is in accordance with the tenets and practices of the Church of England
- ensure that collective worship and religious education at the school are appropriately monitored.
- ensure that the distinctive Anglican and Christian ethos of the school is encouraged and supported throughout its local community and is reflected in its policies and protocols, its curriculum and activities.
- ensure that their own attitudes and behaviour in relation to the school reflect its distinctive Anglican and Christian ethos
- make sure that the School Improvement Plan includes strategy for the development of areas reflected in the school's SIAMS self-evaluation document
- inform the SDBE* of any up-coming vacancy in the role of head teacher / principal, and, ensure that foundation appointees (whether Members, Trustees or local governors) are represented in the appointment process and that a representative of the Diocesan Director of Education is invited to attend and advise throughout the appointment procedure
- to support and challenge the leadership within the school in their links with the wider parish(es) and community and to promote support for school activities and initiatives relating to its Christian distinctiveness and effectiveness

* retained by the Foundation trustees and actioned via the corporate member

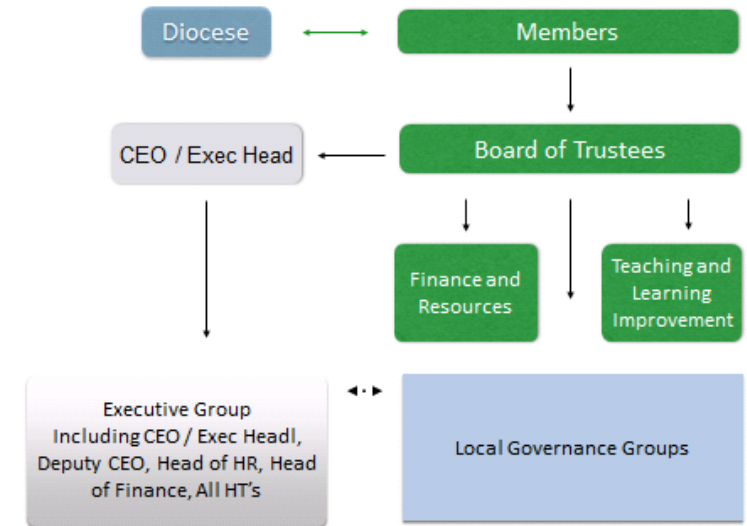
Local foundation governors also support and challenge the MAT's foundation trustees and member(s) in the maintenance and development the distinctive Anglican and Christian ethos of the Church of England academies within the MAT.

Scheme of Delegation - Summary Grid

The Board of Trustees is the statutory governing body for all the school within the Trust. Specific roles and responsibilities are delegated according to the provisions set out in the Trust Scheme of Delegation. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

The individuals or groups referred to are:

- TB – SAST Board of Trustees
- Dio – Diocese of Salisbury
- F&R – SAST - Finance and Resources Committee
- TLI – SAST Teaching and Learning Improvement Committee
- EH/CEO – Executive Head/CEO
- EG – Executive Group
- FD – Head of Finance
- LGB – School Local Governing Body
- HT – School Headteacher



Key and Notes

- D** indicates the group or individual **responsible** for each element in the scheme of delegation
- D** indicates the individual or group to whom the process of completing the task has been **delegated**
- I** indicates the individual or group who should be **involved** in the process of completing the task

The CEO will have an operational interest in all aspects of the SAST. **I** is used where there is an explicit or specific involvement which needs to be highlighted.

The school Headteachers will have an input in all aspects of shared policy through the Executive Board. **I** is used where there is an explicit or specific involvement which needs to be highlighted.

The Diocese involvement will be with the Church of England academies.

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT
Values and Ethos	Set and uphold the mission, values, ethos and identity of the School								●	I
	Ensure the academy's mission, values, ethos and identity of the School align to the Trusts		●						I	I
Compliance	Ensure that suitable Trust wide policies are in place		●							
	Ensure that suitable school specific policies are in place								●	I
LGB procedures	Register of business interests for members, trustees and the LGB		I					●	I	
	Terms of reference		●						I	
	Appointment of LGB Chair and Vice Chair(recommended by LGB)	I	●						I	
	Appointment of SAST Clerk (NB clerking model to be finalised)		●						I	
	Appointment and removal of governors	I	●						I	
Finance	Trustee and/or Governor expenses Policy			●						
	Set the budget share for each school after SAST shared services and agreed top slice			●				I		
	Prepare the draft school budget							I	I	●
	Approve the final budget each financial year		●					I		
	Monitor the school's expenditure against budget			●		I		I	I	I
	Monitor Trust reserve levels and expenditure from reserves			●						
	Approve expenditure from Trust reserves			●		I		I	I	I
	Review the SAST Finance Policy annually (to follow the Academy Finance Handbook)			●				I		
	Monitor compliance with the Finance Policy			●				I		
	SAST Internal Control arrangements		●	D		I	I	I		
	Agree the Financial Scheme of Delegation		●	D		I		I	I	
	Establish a SAST charging and remission policy			●			I			
	SAST Business Plan		●			I	I	D		
Premises	Ensuring appropriate insurance is in place			●				I		
	SAST strategic site/facility development		●	D			I	I	I	
	Capital investment plan			●			I	I	I	
	Estates management provision			●			I	D		I
Risk management	Ensure day-to-day maintenance and safety of school sites and buildings							I		●
	Trust Risk Register		●			I	I	I	I	
	School Risk Register							I	●	
	Health and safety Regulations			●				I		I
	Business continuity plan			●			I	D		

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT	
Staffing	CEO appointment, suspension, dismissal and appeals	I	●								
	Appointment of Headteacher	I	●			D			I		
	Appointment of SLT and TLRs		●			I			I	D	
	Appointment of other teachers		●						I	D	
	Appointment of school based support (non-teaching) staff		●						I	D	
	Appointment of SAST support staff		●	I		D	I				
	Determining the school staffing structure					I			I	●	
	Line management of the headteacher					●			I		
	SAST employment policies		●	I	I		I				
	SAST Pay Policy and annual pay awards (Pay sub-committee)		●	D			I				
	Appraisal and Pay Progression decisions of teachers (Pay sub-committee)				●		I			D	
	Establish Pay Appeal Panels (process needs to be established)				●					●	
	Hearing grievances									●	
	Grievance stage 2/appeals						I			●	
	Suspension of Headteacher	I	●				D			I	
	Suspension of other staff						I			I	●
	Headteacher and SAST staff dismissal and appeals	I	●				I				
	Dismissal of other school staff		●				I			I	I
	Appraisal	Establish a SAST wide teacher appraisal & support staff performance management policies				●	I	I			
		Implementation of appraisal policies									●
Appraisal of the Headteacher and pay progression				I		●			I		
Teaching and Learning	Establish curriculum policy				I	●	I				
	Implement curriculum policy					I				●	
	Monitor the implementation of the curriculum policy				●		I		D		
	Establish teaching, learning and assessment policy				I		I		I	●	
	Hold Head accountable for standards, performance and the quality of teaching and learning				I	●			I		
	Monitor standards and performance against agreed targets				●	D	I		I	I	
	Ensure pupil premium funding is used effectively to narrow gaps				●	I	I		I	D	
Target setting	Setting SAST and school annual performance targets	I			●	D	I		I	I	
	Setting targets and objectives for school teams and individuals				I	I	I			●	
Behaviour	Establish school student behaviour policy				●	I	I		D	I	
	Award fixed term and permanent exclusions				I				I	●	
	Exclusion appeals – (NB establish process of levels)		●		I				D	I	
	Monitoring exclusions				●	I					

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT
Admissions	Setting admission policy		●			I			I	I
	Ensuring admissions are in line with the policy	I	●		D					I
CollectiveWorship	Collective Worship policies	I	●		D					
	Arrangements for collective worship	I	I		I	I	I		I	●
Parents and Community	School prospectus and promotion					I	I		I	●
	PTA, parent forums, parent feedback								I	●
	Complaints					I			I	●
	Complaint response appeals					I			●	
Safeguarding	Keeping Children Safe requirements				●	I	I	I	I	●
	Prevent strategy implementation				I				I	●
Development	SAST Improvement planning and self evaluation process		I		I	●	I		I	
	School improvement planning and self evaluation					I			I	●
School organisation	Times of school day					●	D		I	I
	School food, healthy eating, lunch arrangements						I	I		●
	Term and holiday / INSET dates					●	D		I	

Summary Comparison of Responsibilities of the SAST Board and the School LGB

The following is not meant to be an exhaustive list, but has been developed to highlight the main responsibilities of the Trust for comparison with the responsibilities of the academies within the Trust and their local governing bodies. The Trust Board and its committees/Local Governing Bodies will be mainly responsible for the strategic direction of the Trust and all its member organisations. The operational aspects of the Trust will be the responsibility of the Executive Group.

	Governance Model Trust Board			Local Governing Body	
Area of Responsibility	Matters for decision	Final Decision	Committee	Role	Final Decision
Strategy	Overall mission, vision and values for the Trust	Board	EH/CEO	Develop own distinctive vision & values consistent with the Trust	LGB
				Develop an annual SDP which supports the strategy for the Trust	HT
Governance	Monitor Governor performance/provide support	Board	EH/CEO	Annual performance review	LGB
Finance	Strategic planning	Board	F&R	Annual budget plan	HT
	Consolidation of accounts	Board	F&R	Monitoring of actuals versus budget	LGB
	Tendering and large contract renewal	Board	F&R	Contract monitoring	LGB
	Setting financial standards, policies	Board	F&R	Compliance with standards, policies	LGB
	Setting financial scheme of delegation	Board	F&R	Compliance with schemes of delegation	LGB
	Annual and statutory reports to EFA and other	Board	FD, F&R	Preparation of common reports for the Trust Board	LGB
	Monitoring of expenditure/income/cash flow	Board	FD, F&R	Overview monitoring of school expend/income/cash flow	LGB
Audit	Commissioning external Auditors	Board		Support auditing by responsible officer, third party or auditor	LGB
	Audit of financial controls & risk management	Board	MAT Audit	Support internal audit – regularity, propriety and compliance	HT
Premises	Strategic plans for the Trust estate	Board	F&R	Contribute to the site development plan	LGB
	Development of an Asset management plan	Board	F&R /FD	Support the development of an asset register	LGB
	Plan and monitor major site development	Board	F&R/FD/EG	Monitor ongoing site maintenance	HT/LGB
	Collation of inventory checks for MAT	Board	F&R /FD	Inventory check and reporting	LGB
Health & Safety	Agreement of overall consistent MAT Health & Safety policies	Board	F&R	Routine regular H&S inspections	HT/LGB
	Monitoring of compliance and effectiveness of H&S issues	Board	F&R	Local reporting of compliance concerns and incidents	LGB
ICT	Develop & implement an integrated ICT strategy	Board	TLI	Monitor effective use of ICT in the school	HT/LGB
Staffing	Setting and approval of all HR policies	Board	TLI	Monitoring compliance with HR policies	LGB
	Approval of staff structures and changes	Board	TLI	Monitoring staffing within agreed structures	LGB
	Overall consideration of pay policies for MAT	Board	Pay		
	Ratification of pay awards/ progression to UR	Board	Pay	Recommending pay progression awards (inc UPR)	HT/LGB
Appraisal	Recruitment and Appraisal of Headteachers	Board	TLI/CEO	Participation – review, evidence and setting new targets	LGB

SAST Scheme of Delegation

	Effective PM practice across the Trust	EP/Board	TLI/EG	Ensure PM of staff is conducted in accordance with policy and regulations and targets are linked to student achievement	HT/LGB
Well being	Collate local reporting of stress/well-being issues and take appropriate action	Board	TLI	Monitor local well-being and stress issues (H&S stress audit and PM) and recommend actions to Trust Board	HT/LGB
Teaching & Learning	Approval of cross-MAT and coherent policies, schemes of work and development	Board	CEO/EG	Contribute to MAT curriculum policies, schemes of work and development	LGB/HT
	High level monitoring of impact of curriculum plans and intervention strategies. +	Board	TLI/CEO/EG	Monitoring of local impact of curriculum plans/schemes including intervention strategies	LGB/HT
SEND and PP	Develop coherent policies across the Trust	Board	TLI/EG	Contribute to MAT policies and action plans	HT
	Ensure training and legal compliance issues	Board	TLI		
	Monitor implementation of policies and practice across the Trust	Board	TLI	Monitor local compliance with policies and plans	LGB
Behaviour	Agreement of Student Behaviour strategy	Board	CEO/TLI	School student behaviour policy in place and implemented	LGB/HT
	Overview monitoring of patterns of exclusions, rewards and sanctions	Board	CEO/TLI	Exclusion awards and first level appeals	HT/LGB
Admissions	Set the admissions policy and manage appeals	Board	DCC	Monitor admission numbers and compliance with policy	HT/LGB
Collective worship	High level monitoring of local frameworks for development in faith schools	Board	TLI	Local evaluation using SIAMS toolkit leading to action plans in faith schools	LGB/HT
Parents and Community	Develop strategies for the Trust	Board	CEO/EG	Monitor implementation and impact of strategies locally	LGB
	High level monitoring of complaints across the Trust and action plans to mitigate in future	Board	TLI/CEO	Detailed monitoring of complaints and monitoring of Trust action plans to mitigate in future	LGB
	Develop strategy for membership/stake-holder engagement for the MAT	Board		Monitor local engagement of stakeholders – report up to Board	LGB
Safeguarding	Coherent policies applicable across the Trust	Board	TLI		
	Ensure training and legal compliance issues	Board	TLI	Monitor local compliance with legislation	LGB/HT/DSL
	Monitor use of policies across the Trust	Board	TLI	Monitor implementation of policy in the school	LGB/HT/DSL
School Development	Oversee and direct initiatives to support school improvement across the Trust	Board	CEO/EG	Monitor school performance and improvement using KPIs and SDP targets, dashboard.	HT/LGB
	Set, agree, monitor pupil level targets across the Trust	Board	CEO/TLI	Monitor progress towards pupil level/cohort targets and report to Board	HT/LGB
	Monitor quality of teaching and learning across the Trust and agree strategies for improvement	Board	CEO/TLI	Monitor quality of teaching and learning locally and suggest remedial actions if required	HT
External review	High level responsibility for reporting and subsequent action plans	Board	TLI/CEO	Contribute to external reviews and subsequent action plans	HT/LGB
School organisation	Organisation of school day, term and holiday dates, INSET days		CEO/EG	Involvement in decisions on organisation of term and holiday dates	HT/LGB

The SAST Board – Additional Role Details

Strategic direction

1. To set strategic direction and priorities for the Trust and all member academies
2. To set the vision, mission and ethos of the Trust and ensure it is embedded in each academy in the Trust
3. To oversee and ratify a three year plan for the Trust
4. To ratify the appointment and focus of an external self evaluation for the SAST and individual schools as required
5. To develop and monitor the implementation of the SAST Strategic Development Plan including a Business Plan
6. To monitor the performance of the Schools in the Trust against targets and the School Improvement Plan
7. To ensure the CEO/Executive Principal facilitates collaboration and support for school improvement across the Trust

Compliance

1. To ensure all policies are in place
2. To ensure the SAST risk register details risks and appropriate actions are being taken

Admissions

1. The Trust Board is the admissions authority for all schools in the Trust. It is proposed that Dorset Admissions continue to administer all admissions.
2. It will set the admissions criteria for each school in the Trust on an annual basis, which will be consulted on as required, and published annually
3. It will ensure the organisation of an independent admissions appeal committee as and when required.

Appointments

1. The CEO/Executive Principal appointment is the responsibility of the Trust Board and will involve other SAST representatives.
2. School Headteacher appointments are made by a Selection Committee include at least 2 trustees, the CEO, the Chair of LGB and one other SAST Head

Appraisal

1. Responsible for conducting the annual appraisal of the CEO/Executive Principal. An external independent advisor will support the process.
2. The annual appraisal of the School Headteacher will be conducted by the CEO/Executive Principal and 2 members of the LGB

Marketing, Public Relations, Grant Applications and Communication

1. To agree the communication and marketing strategy for the Academy SAST including:
 - the Learning Trust identity
 - stakeholders, community involvement and encourage engagement.
 - Public Relations and communication strategy that promotes the success of the SAST within our community, the local and national press agencies.
 - sponsorship programme and research grant aiding across both primary and secondary areas.
 - oversee the development of the Learning Trust web site and review content and ease of use.

Governance

1. To monitor the performance of the local governing bodies, including regular self-review to ensure that the LGB is making sufficient impact and is fit for purpose.
2. To oversee the identification of development needs and organisation of governor development.

Financial oversight (from the Academies Financial Handbook section 2.1)

Trustees and managers must maintain robust oversight of the academy trust.

2.1.1 The academy trust **must** take full responsibility for its financial affairs and use resources efficiently to maximise outcomes for pupils.

2.1.2 The board and its committees **must** meet regularly enough to discharge their responsibilities and ensure robust governance and effective financial management arrangements. Board meetings **must** take place at least three times a year (and business conducted only when quorate). Larger trusts should consider meeting more frequently. If the board meets less than six times a year it **must** describe in its governance statement, accompanying its annual accounts, how it maintained effective oversight of funds with fewer meetings.

2.1.3 While the board cannot delegate overall responsibility for the academy trust's funds, it **must** approve a written scheme of delegation of financial powers that maintains robust internal controls.

2.1.4 The academy trust should have a finance committee to which the board delegates financial scrutiny and oversight.

2.1.5 The academy trust should appoint a clerk to the board of trustees who is someone other than a trustee, principal or chief executive of the trust.

The Academies Financial Handbook (the 'handbook') describes the financial responsibilities of academy trusts reflecting their status as companies limited by guarantee, exempt charities and public bodies. It balances the need for effective financial governance with the freedoms that trusts need over their day to day business. It sets out the areas of HM Treasury's Managing Public Money that apply to trusts, and reflects the 'seven principles of public life' (selflessness, integrity, objectivity, accountability, openness, honesty and leadership) to which public office holders must adhere.

The handbook is for academy trustees, members, local governors of multi-academy trusts (MATs), accounting officers, chief financial officers, clerks to the board and auditors.

It covers all types of academy including single academy trusts (SATs), MATs, free schools, studio schools, university technical colleges, alternative provision and special academies.

Compliance with the handbook is a requirement in trusts' funding agreements with the Secretary of State.

Top 10 'musts' for chairs and other trustees

Personal responsibilities

- Apply highest standards of governance, comply with charitable objects, with **duties as company directors**, with charity law and with the funding agreement [1.3.3].

Structures

- Ensure the board of trustees **meets at least three times a year**, and conducts business only when quorate [2.1.2].
- Approve a written **scheme of delegation** of financial powers [2.1.3].

Relationships

- Ensure there are measures to **manage conflicts of interest**, be even-handed in relationships with **related parties**, and ensure goods or services provided by them are at **no more than cost**, beyond the limits specified in this handbook [3.10.1 to 3.10.22].

Money and oversight

- Ensure the board approves a **balanced budget** for the financial year and minutes their approval [2.3.1].
- Ensure **management accounts** are shared with the chair of trustees monthly, with the other trustees six times a year, and are considered by the board when it meets, taking action to maintain financial viability [2.3.3].
- Ensure decisions about **executive pay** follow a robust evidence-based process reflective of the individual's role and responsibilities, and that the board's approach to pay is transparent, proportionate and justifiable, in line with the handbook [2.4.3 and 2.4.4].
- Establish an **audit committee**, or a committee fulfilling the functions of an audit committee, to provide assurance over the suitability of, and compliance with, the trust's financial systems and operational controls and to manage risks [2.9.1 to 2.9.8].

Accountability and audit

- **Submit audited accounts** to ESFA by 31 December [2.8.4].
- Ensure an appropriate, reasonable and timely response to **findings by auditors**, taking opportunities to strengthen financial management and control [4.3.1].

SAST Finance and Resources Committee will

1. consider the MAT's indicative funding, notified annually by the EFA and assess implications for the academy in advance of the financial year, drawing any matters of significance or concern to the attention of the local governing bodies.
2. determine the level of any contingency fund or balances to be held by the Trust and its academies, ensuring the compatibility of all such proposals with the development priorities set out in the Trust Development Plan.
3. receive and scrutinise the annual budgets and forecasts ensuring that they are:
 - in accordance with the funding agreement, the Trust's memorandum and articles of association and EFA financial handbook
 - Consistent with the Trust's Development Plan.

If necessary it will refer back to the local governing bodies for review. Approval/non-approval of the academy's budget will be determined by the Trust Board. In the event of non-compliance or failure of the local governing body to demonstrate effective performance, the Board may withdraw or vary the delegated powers.

4. consider and monitor regularly the MAT's short term and long term revenue and capital budget and financial planning to ensure the MAT's long term sustainability
5. monitor and review income and expenditure against budgets on a regular basis and ensure compliance with the overall financial plan for each academy, and with the Trust's financial regulations, drawing any matters of concern to the attention of the Trust Board.
6. contribute to the formulation of the Trust's development plan, through the consideration of financial priorities and proposals.
7. review and approve any payments and other transactions in accordance with the Trust's Financial Regulations and Scheme of Delegation.
8. oversee tendering (where required) and the signing of contracts
9. be responsible for the amendment of Trust and academy staffing establishments.
10. Annually it will review and update all financial policies in accordance with the policy review schedule. These will include
 - the Trust's scheme of delegation
 - fees and charges for school services, including but not limited to school meals, music tuition and the hire of school premises and facilities
 - individual academy financial contributions to the management and governance costs of the Trust
 - cross charging and transfer arrangements between academies
 - service charges to the academies and other parts of the Trust for centralised functions
 - lettings
 - gifts and hospitality
 - donations
11. ensure the preparation of the Trustees' report and financial statements to form part of the annual report and financial statements of the Trust for filing in accordance with Companies Act and Charity Commission requirements
12. explore and agree income generation for the schools in the Trust, including lettings income, grants, fund raising and sponsorship opportunities and support the work of local PTAs/Parents Associations/Friends in their fundraising activities.
13. Preparation of a disaster recovery/business continuity plan for the Trust and ensuring local plans exist in each academy in the Trust

Audit

The Sherborne Area Schools' Trust Board is responsible for the management and identification of risk, and the sound management and control of the Trust's finances and other resources. In order to fulfil these responsibilities the Trust delegates certain responsibilities to **the SAST Finance and Resources Committee**. The audit function of the Committee will:

1. recommend to the Trust Board the appointment, re-appointment or removal of the external auditors. The removal of external auditors needs to be reported to the EFA
2. review and consider the auditor's management letter in order to ensure it is based on a good understanding of the schools' business and to establish whether any recommendations have been acted upon
3. review the findings of the external auditors and recommend to the Trust Board an action plan arising from it
4. ensure that the audited accounts are filed with Companies House
5. ensure that suitable accounting records are maintained and to provide publicly accessible accounts in line with the Statement of Recommended Practice (SORP) for Charities
6. ensure that the MAT's accounts are published on the web site and are available to any one that requests a copy
7. provide minutes of all audit committee meetings for review at meetings of the board of directors.
8. identify the risks to internal financial control across the Trust and agree a programme of work that will address these risks, inform the statement of internal control and, so far as is possible, provide assurance to the external auditors.
9. ensure there is a continuous and sufficient review of the risks. It must agree a programme of work that will address the risks identified.
10. drive the process for independent checking of financial controls, systems, transactions and contracts. It should ensure that arrangements for protecting the Trust's assets are in place and recommend the appointment, re-appointment or removal of Internal Auditors
11. advise the Board on the minimum and optimum level of internal and external audit arrangements
12. ensure regular audits cover the following areas: legal, risk, financial (including statutory annual audits, VAT, PAYE), health and safety, investments and insurance, and to contribute to these reviews
13. monitor responsible officer/internal audit reviews and to advise the board of directors accordingly. To investigate on behalf of the board any financial or administrative matter which may put the Trust at risk.
14. examine reports on special investigations and to advise the board of directors accordingly
15. consider the appropriateness of executive action following responsible officer/internal audit reviews and to advise senior management on any additional or alternative steps to be taken
16. ensure there is coordination between responsible officer, internal audit, external audit and any other review bodies that have been set up
17. encourage a culture within the Trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust, and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the chair of the audit committee

The audit committee is authorised to investigate on the behalf on the board of directors anything that threatens or adversely affects the accomplishment of the Trust's aims and objectives, its assets, the reliability of all records and information, and its compliance with all relevant laws, regulations, policies and its governing instruments.

Premises

The SAST Board is responsible for the estate strategy for all schools within the Trust. Its responsibilities as they relate to the estate will include:

1. To make and review recommendations for the future premises provision and develop an Estate Strategy
2. To ensure the development and maintenance of an asset management plan to ensure the development, maintenance and replacement of all physical assets, equipment and facilities of all schools in the Trust, including premises, equipment, land and depreciating assets are in line with the Vision Statement and School Improvement Plan, having regard to the Asset Register maintained by the school.
3. To oversee the appointment of architects, builders, grounds maintenance teams, surveyors etc. and monitor all aspects of their work
4. To ensure support for local site teams

Scheme of Delegations Authorisation Limits June 2018

Approved by the Board of Trustees on: June 2018

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services (raising requisitions)	Up to £3,000	Budget Holder	Selection from preferred supplier list shown on "My Portal" (PS Financials procurement system)
	£3,001 to £10,000	As above plus Head of Finance	
	£10,001 to £50,000	As above plus Executive Head	Minimum of 3 written quotes
	£50,001 and above	As above	Formal tendering process
	Authority to accept other than lowest quotation or tender or approval not to go out to formal tender	SAST Trustees	Minutes of SAST Trustee meeting
Approval of purchase invoices and delivery notes		Requisitioner of Purchase Order or Budget Holder	Invoice: Budget Holder's signature. Delivery note: Via "My Portal" (PS Financials procurement system)
Signatories for cheques, BACS payment authorisations and other bank transfers	Up to £75,000	2 authorised signatories in accordance with the bank mandates	Lloyds Link online payments
Virement of budget provision between budget lines	Up to £50,000	Headteacher and Head of Finance, with reporting to SAST Trustees	Minutes of SAST Trustee meeting
	Over £50,000	SAST Trustees	Minutes of SAST Trustee meeting
Disposal of assets	Up to £5,000	Headteacher and Head of Finance, with reporting to SAST Trustees	Minutes of SAST Trustee meeting
	Over £5,000	SAST Trustees	Minutes of SAST Trustee meeting
Approval of monthly payroll		Headteacher or Head of Finance	Email confirmation to Payroll Provider (DCC)
Approval of O/T and expense claims		Headteacher, Head of Finance, HR Manager, or Budget Holder	Via DCC's Time, Travel & Expenses online portal
Granting or take up of any leasehold or tenancy agreement exceeding three years	Any value	SAST Trustees	Minutes of SAST Trustee meeting
Raising invoices to collect income	Up to £25,000	Headteacher	PS Financials
	Over £25,000	SAST Trustee	Minutes of SAST Trustee meeting

The SAST Teaching, Learning and Improvement Committee - additional role details

The role of the **Teaching, Learning and Improvement** Committee will be to have the strategic overview of :

- Performance & standards
- Educational development
- Staffing
- Safeguarding
- Other compliance

HR/Staffing

1. The approval of academy staffing structures within the academy's budget, including approval of any restructuring
2. The *organisation of procedures* for the appointment of senior staff at the schools, including middle leaders
3. To oversee the recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level.
4. To ratify all HR policies for the Trust
5. The Sherborne Area Schools' Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline.

ICT

1. To ensure an ICT strategy for the Trust that maximises the use of technology in both administrative and academic settings.
2. To ensure compatibility and integration of computer systems across all schools in the Trust to facilitate maximum efficiency and cohesiveness

The SAST Pay and Remuneration Sub Committee:

The sub-committee has the following responsibilities

1. To determine the Pay Policy for the Trust
2. To ratify appropriate salary ranges and starting salaries for lead practitioners, and members of the leadership group;
3. To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the school Headteacher in accordance with the approved pay policy.
4. To approve applications to be paid on the Upper Pay Range
5. To approve annual pay progression for the Executive Principal (by 31 December at the latest), taking account of the recommendation made by the Performance Review Panel, following the annual review.
6. To determine the application of national inflationary increases as required;
7. To monitor and report to the Local Governing Body on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.
8. To monitor and review the performance and pay of all headteachers in the Trust.

Executive Board

This leadership team will be chaired and convened by the CEO/Executive Head. The focus will be on developing high quality provision and opportunities across all schools in the SAST.

- Curriculum
- Teaching and learning
- Performance
- Behaviour
- SEND provision
- Safeguarding
- CPD

The team will, from time to time, depending on the matters under discussion/development incorporate members of the wider leadership teams in each academy, and may also include local governing body members or Trust Board members.

The Leadership Team is therefore part of the Operational Structure rather than the Governance Structure. The Executive Principal and the Headteachers have operation authority delegated to them through their contracts of employment and their job description.

Chief Executive Officer

SAST Chief Executive Officer Job Description

Qualifications: Relevant qualification to degree level, QTS, NPQH,

Accountable to: Sherborne Area Schools' Trust Board of Trustees

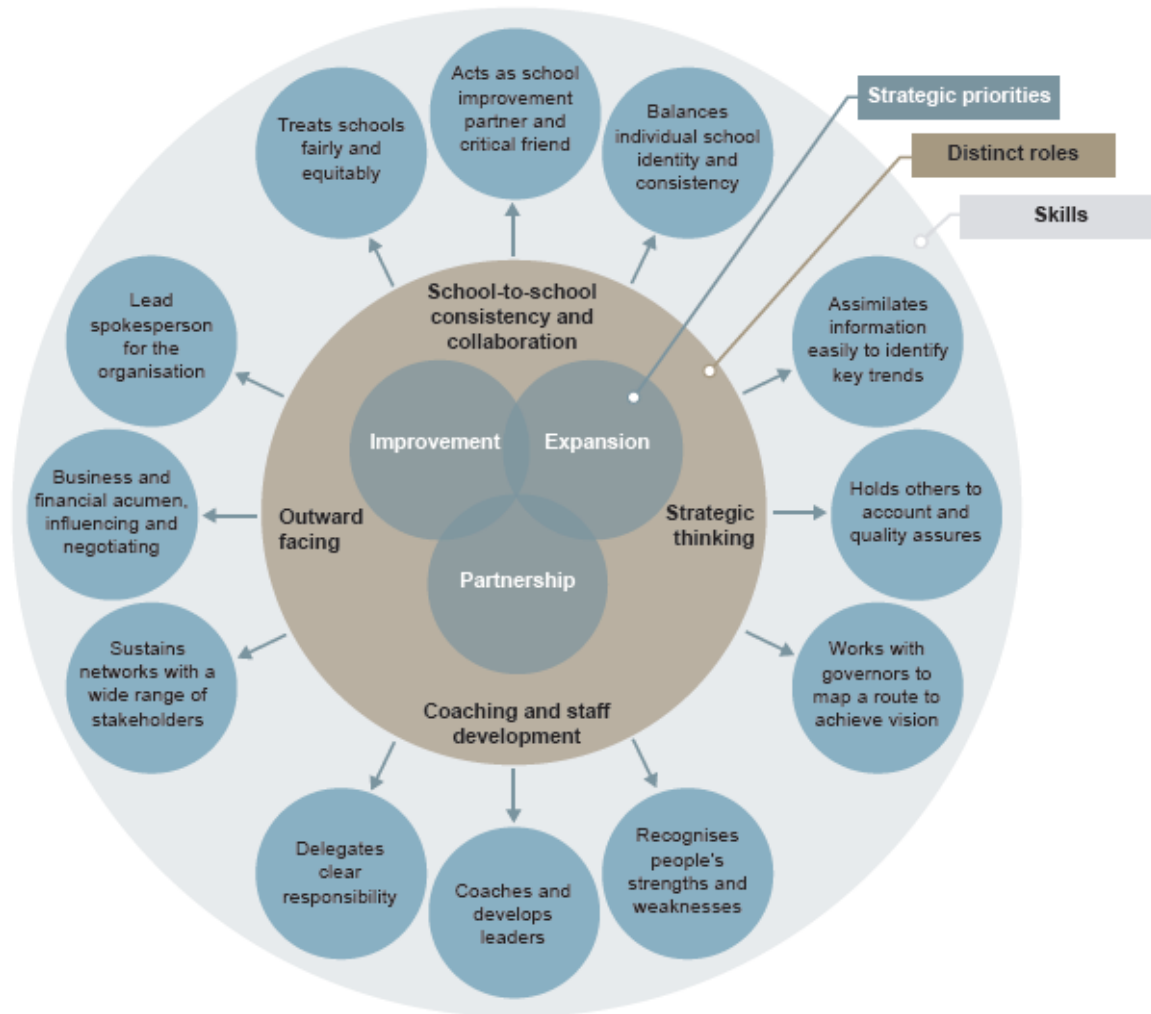
Responsible for: Executive Leadership Group members

Accountability:

The Chief Executive Officer (CEO) is accountable to the Regional Schools Commissioner and Department of Education for standards and finances across SAST. The CEO is accountable to Sherborne Area Schools' Trust (SAST) Board of Trustees and in some instances Local Governing Bodies for the Strategic Development and Implementation of the Trust, while working with all partners to achieve outstanding life chances for its children through an outstanding education. The CEO is accountable to The Board of Trustees for ensuring the Christian ethos and distinctiveness of Church schools is maintained.

Core Purpose of the Role

- Have strategic responsibility to lead and direct Sherborne Area Schools' Trust in the successful achievement of its vision, values, strategic aims and business plan while working collaboratively with The Trustees and Executive Leadership Group.
- Ensure safeguarding is outstanding across SAST
- Have responsibility for continuing school improvement and the successful academic performance of all schools in SAST through support, challenge, accountability and a commitment to early intervention
- Have strategic oversight of the leadership and governance arrangements in all the Trust academies to facilitate good practice between schools
- Be able to inspire, lead and set unambiguous challenging targets for schools, staff and students that encourage everyone to achieve their potential; equality of opportunity for all students and employees
- Ensure high quality teaching and learning is delivered in all schools within The Trust
- Ensure the development and deployment of its resources so as to secure the best possible outcomes for students and the sustainability of the Trust
- Maintain and develop the effective collaborative culture for working with schools within and beyond SAST to enable good practices to be shared, whilst enabling each school to maintain its distinctive character, educational beliefs and ethos
- Engage with and enhance the profile of the Trust with key stakeholders, local, national and international bodies and professionals from a range of sectors
- Be accountable to the Board of Trustees for the performance of SAST
- Maintain an outward facing role with the local community on behalf of SAST to further its external relationships future growth and development and also in support of the individual schools within SAST.
- As CEO and Accounting Officer of the Company, carry out the delegated responsibilities for managing SAST, ensuring robust financial management
- Maximise opportunities to provide outstanding resources that underpin the teaching and learning environments across SAST
- To ensure the sustainability and future growth of SAST
- Allow the role to evolve in order to respond to local circumstances and to do so in dialogue with The Trustees and Members, local governing bodies and Headteachers in SAST



Key Areas of Responsibility

Strategic Development and Expansion

The Chief Executive Officer will:

1. In collaboration with The Board of Trustees and Executive Board, the CEO will be expected to help set the vision and strategic direction of SAST
2. Provide overall leadership and direction to the Trust and its schools within the vision and strategy agreed by the Trust Board
3. In collaboration with the Executive Leadership Group, translate this vision and strategic plan into workable SAST operational plans
4. Lead on the implementation of these operational plans by thinking creatively and openly, showing innovation and empowering others to take lead roles
5. In collaboration with the Board of trustees and ELG develop a robust growth plan which is in line with The Memorandum of Understanding and the Visions and Values of SAST and take all necessary steps to expand SAST at a progressive and sustainable rate
6. Lead the growth and development of the Trust, including due diligence and preparing schools for conversion
7. Develop and implement an income-generating capacity in the Trust by utilising the expertise and resources available within and outside SAST
8. Together with the Head of Finance and the Trust Board, ensure proactive, robust and appropriate risk mitigation and management for the Trust and that the risk strategy is aligned to local academy risk strategies.
9. Ensure individual schools within SAST aspire to prestige locally and nationally
10. Ensure that every child within SAST receives high quality education and achieves academic and social success
11. Manage SAST resources efficiently and effectively ensuring good value for money
12. Provide leadership support to all SAST Headteachers
13. Maintain an outward facing role on behalf of the Trust to further its external relationships, future growth and development and support within SAST.

Leadership and Management

The Chief Executive Officer will:

1. Provide inspirational leadership, committed to the highest achievement in all areas of the Trust's work and develop an ethos of continuous improvement
2. Actively drive the strategy priorities, ensuring that the Trust's strategic plans fits with the local academy plans.
3. Lead and manage all operations through the agreed organisational structures and accountability matrices, and through the development, implementation and review of Trust-level policies embed a high-performing culture of educational excellence
4. Ensure that SAST's management and organisational structures are fit for purpose and lead to and support continuous improvement.
5. In line with the agreed trust Models of Delegation, select, train, develop, empower and motivate the senior staff of the trust.
6. Develop and implement strategies for the generation of additional revenue and resources for SAST
7. Ensure that SAST meets all legislative and statutory requirements, including Health and Safety, Safeguarding and those required by Companies House, and the Charity Commissioners ,Data protection and Funding agreements
8. Lead the forums of ELG and the chairs of local Governing Bodies to ensure effective communication is developed and maintained
9. Drive and develop the ethos of Christian distinctiveness within the SAST Church schools. Work with the Church Dioceses, Headteachers, LGBs and staff in these schools to define and deliver Christian ethos through values-led and motivational leadership, clear direction and measurable targets

Improvement

The Chief Executive Officer will:

1. Be accountable for all aspects of teaching and learning standards across SAST, setting high professional standards and ensuring the SAST's education vision is understood and embraced
2. Be responsible for developing and leading the framework and systems for school improvement across the Trust, providing quality assurance and accountability
3. Provide strategic direction and leadership for teaching and learning across the schools, ensuring this enables individual schools to be supported on their own improvement journeys
4. Develop and lead a Trust-wide improvement framework committed to working with individual school leaders and support them in ensuring that the requirements of each school's performance are identified and analysed, appropriately costed, prioritised and actions are developed and secured.
5. Will treat SAST schools fairly and equitably when monitoring, ratifying and quality assuring the effectiveness of schools and their improvement plans
6. Hold the SAST schools to account to ensure that in each learning environment, resources and facilities are best used to enable children access to a broad and rich curriculum and a high-quality learning experience.

Developing Partnerships

The Chief Executive Officer will:

- 1 Promote and facilitate partnership working within and beyond SAST
- 2 Create a culture which embraces diversity and encourages member Academies to build their own capacity, for example specialisms, in order to support SAST vision;
- 3 Share skills expertise and capacity across SAST and its schools and embed system leadership practice.
- 4 Work with agencies such as local authorities and the Department for Education to broker partnerships which may lead to membership of SAST
- 5 Develop and maintain a strong and effective relationship with the DfE, EFA and relevant funding bodies to ensure the funding streams are secured that support the forecast growth
- 6
- 7 Work with SAST pre-schools and feeder schools to enhance provision and transition
- 8 Develop strategic alliances with external organisations, such as other Academy groups, Teaching Alliances and the Diocese to further increase SAST capacity

Any other

- 1 Any other duty delegated to the Executive Headteacher by The Trust Board, Finance and Resources Committee, Teaching and Learning Committee and Executive Board

The job description will be reviewed annually to reflect the plans, growth and development of SAST.