

E-ACT

Making sure we meet OfSTED's Requirements in relation to Governance

| Current OfSTED Governance Requirements | Who is responsible for demonstrating scrutiny to OfSTED? | | | What evidence will be required? |
|--|---|---|---|---|
| | Locally | Regionally | Nationally | |
| <i>Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition</i> | Principals, working with their staff | Regional Director of Education, working with the Principal | National Director of Education, working with the RDs. <u>Board of Trustees</u> , working with ELT. | Organisational Strategy Academy Improvement Plan Stakeholder surveys and focus group feedback |
| <i>Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school</i> | Principals effectively performance managing their staff, ensuring appropriate challenge and support for teaching and learning | Regional Director of Education, holding the System Leaders and Principal to account on a regular basis. Formalised through 6 weekly RAB meetings where specific evidence is reviewed. | NDoE holding the RDs to account through a formalised cycle of RAB meetings. <u>Board of Trustees</u> , primarily via the Trustees Education & Personnel Committee, holding the CEO and National DoE to account. Formalised through 6 weekly E&P meetings where specific evidence is reviewed. | <u>Trustees</u> E&P Committee papers and minutes Record of RABs (Regional, National and Academy) Record of Regional SL visits and actions Academy Self-evaluation |
| <i>Provide support for an effective headteacher, demonstrating an understanding of the issues facing the school</i> | System Leaders working with the Principal to drill into the key issues of the school across all areas of T&L, SG, | Regional Director of Education, holding the System Leaders and Principal to account on the | NDoE, holding the RDs to account through a formalised cycle of RAB meetings. | <u>Trustees</u> E&P Committee papers and minutes |

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| | SEND, PP, data, attendance and behaviour. | performance of the school. Formalised through 6 weekly RAB meetings where specific evidence is reviewed. | Board of Trustees , holding the CEO and ELT to account. Formalised through 6 weekly Trustees E&P meetings where specific evidence is reviewed. | Record of RABs (Regional, National and Academy) Record of Regional SL visits and actions |
| <i>Understand how the school makes decisions about teachers' salary progression and performance</i> | Principal effectively PMs HoD who in turn effectively PM the teachers. Scrutinised by RDoE. | Regional Director of Education, holding the Principal to account on individual teachers' salary progression and performance within each academy. | Board of Trustees , primarily via the Trustees Education & Personnel Committee holding the CEO to account regarding Principal level salary progression and performance. Formalised in annual PM report to Trustees Education & Personnel Committee. | Trustees E&P Committee papers and minutes in relation to PM of ELT and CEO (Board) Record of RAB in relation to Pay Award approvals of teaching staff within their region. Record of any teacher support plans in place |
| <i>Performance manage the headteacher rigorously</i> | | Regional Director of Education, performance managing the Principal. | NDoE PM of the RDs. Trustees Education & Personnel by reviewing the PM of the National Director of Education, as carried out by the CEO and approving the targets set. Chair of the Board , by Performance Managing the CEO and reporting to the Board of Trustees and seeking approval of | Record of annual Performance Managements for: <ul style="list-style-type: none"> • CEO • NDoE • RDoE • Principal |

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| | | | the targets set. |
| <i>Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school</i> | Principal has consistent focus on the quality and impact of teaching. Works with Data SL to accurately assess sub-group progress of pupils across the school. | Regional Director of Education, scrutinising the individual academy data and quality of teaching submissions of the academies within their region. | NDoE, scrutinising regional data and quality of teaching across the region. Trustees Education & Personnel Committee, scrutinising the national data and quality of teaching submissions. |
| <i>Ensure that assessment information from leaders provides governors (Trustees) with sufficient and accurate information to ask probing questions about outcomes for pupils</i> | Principal regularly assess teaching and learning within the academy. SL providing regular layer of QA for this. | Regional Director of Education, scrutinising assessment of academies within regions from data captures, as QA'd by regional data system leader | NDoE, scrutinising assessment of academies across the regions and tallying with outcomes. Trustees Education & Personnel Committee, scrutinising national assessment information based on Trust-wide data captures |
| <i>Ensure that the school's finances are properly managed.</i> | Business Managers work with all academy budget holders and to ensure that the budget is spent appropriately. Support from Operational System Leaders. | Regional Director of Operations holding Academy Business Managers to account for financial performance and compliance | NDoF&R holding RDoO to account for regional performance Trustees Finance Committee and Audit & Risk Committee each holding the CEO and DoF&R to account for national performance |
| <i>Ensure that the school is using the pupil premium and the primary PE</i> | Principal working with designated academy leads | Regional Director of Education, working with the | NDoE holding the RDoO for PP outcomes within region. Trustees E&P Committee papers |

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| <p><i>and sport premium in a way that is having an impact on outcomes</i></p> | <p>and regional System Leaders to ensure that the PP and Sports Premium are having an impact on outcomes</p> | <p>PP System Leader and Principal to hold the Principal to account on PP strategies and impact</p> | <p>Trustees Education & Personnel Committee, scrutinising the progress of PP sub-group data nationally.</p> | <p>and minutes</p> <p>Record of RABs (Regional, National and Academy)</p> <p>Record of Regional PP SL visits and actions</p> <p>Record of PP and sport premium scrutiny from PP System Leader</p> <p>Record of Impact on PP outcomes from Data System Leader</p> <p>PP Strategy and Impact monitoring report</p> |
| <p><i>Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.</i></p> | <p>Principal working with designated academy leads and regional System Leaders to ensure that the pupils with SEND have the appropriate support and strategies in place to achieve.</p> | <p>Regional Director of Education, working with the SEND System Leader and Principal to hold the Principal to account on SEND support and impact.</p> | <p>NDoE holding the RDoE for the outcomes of pupils with SEND within the region.</p> <p>Trustees Education & Personnel Committee by scrutinising the progress of SEND pupils as per the data collections on sub-groups nationally.</p> | <p>Trustees E&P Committee papers and minutes</p> <p>Record of RABs (Regional, National and Academy)</p> <p>Record of Regional SEND SL visits and</p> |

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| | | | | actions Record of SENCO work with SEND children |
| <p><i>Transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.</i></p> | <p>Business Manager responsible for ensuring that all recruitment processes within the academy are fulfilled.</p> <p>Principal responsible for being in attendance at all RAB meetings, and holding at least two open parent forums per year to hear the views of the parents.</p> | <p>Regional Director of Operations (recruitment of staff)</p> <p>Regional Director of Education (regional governance structures and parental engagement)</p> | <p><u>Trustees</u> Education & Personnel Committee, holding the DoF&R to account regarding recruitment processes, and the Director of Governance to account regarding governance structures including a formal mechanism for parental engagement</p> | <p>Record of Organisational and Governance Structure in place</p> <p><u>Trustees</u> E&P Committee papers and minutes</p> <p>Minutes of the Chairs' Ambassadorial Group meetings</p> <p>Record of staff recruitment in any one academic year and the panel members</p> <p>Record of parental engagement eg. programme and feedback</p> |

Making sure we meet our Statutory Requirements

| Current Statutory Requirement | How could these requirements be met through a new governance model? | | | What will need to be scrutinised? |
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| | Locally | Regionally | Nationally | |
| Duty to ensure adherence to the Equality Act 2010 (ensuring that no discrimination against the protected characteristics exists throughout E-ACT in relation to pay, conditions, opportunities, promotion, training or dismissals). | Business Managers are responsible for academy recruitment, reporting to RDoO | Regional Director of Operations is responsible for all operational recruitment within the region. Holds Business Managers to account regarding recruitment processes followed at academy level. | National Director of Finance & Resources is responsible for all operational recruitment across the regions. Holds RDoO to account regarding recruitment processes followed at regional level. Reports to Trustees Education & Personnel Committee. | E-ACT policies in relation to: <ul style="list-style-type: none"> • Pay • Capability • Recruitment and Selection • Disciplinary • Equal Opportunities <p>Termly report from across the regions regarding recruitment practices, confirming that they have been done in line with Safer Recruitment and Equal Opps.</p> |
| Duty to deal with parental and pupil complaints in line with The Education (Independent School Standards) Regulations 2010 | Principal responsible for Stage 1 and Stage 2 complaints in line with policy. All stage 2 complaints to be reported to the RDoE within 1 working day of receipt. RDoE reserves the right to appoint investigator if Principal's appointment is not appropriate. | Regional Director of Education to Chair any Stage 3 complaints panel, alongside an Academy Ambassador and a member of the Regional Operations Team. RDoE to undertake Stage 2 investigation if the complaint refers to a Principal. All stage 2 complaints reported to the NDoE on a termly basis. | NDoE holds RDoE to account regarding the number and outcome of parental complaints received within the region, and how these are handled. National Director of Governance reports termly to Trustees Education & Personnel. | Termly report on the number of stage 2 (formal) complaints received per academy and the outcomes of these complaints. Complaints policy. |

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|---|---|---|--|--|
| | Locally | Regionally | Nationally | |
| Duty to ensure a broad and balanced curriculum up to the age of 16 | Principal is responsible for building a curriculum in line with national strategy to suit the needs of the pupils within the academy. | Regional Director of Education is responsible for ensuring that all curriculums delivered within their region are broad and balanced and meet the Trust's requirements. | National Director of Education sets the strategic direction regarding curriculum development, and holds the RDoE to account on the curriculums in place within each region. Reports to the Trustees Education & Personnel Committee. | Curriculum development strategy Curriculum plans Progress and attainment data scrutiny |
| Duty to adhere to the academy's admissions policy | Principal is responsible for ensuring academy adherence to admissions policy. | Regional Director of Education is responsible for ensuring that all admissions within the region are in line with policy. Admissions appeals panel will be chaired by the RDoE, an Academy Ambassador and member of the Ops Team | National Director of Education works with the Board to set the Trust's admissions policy, and holds the RDoE to account on the admissions in place within each region. National Director of Governance reports to the Trustees Education & Personnel Committee | Trust-wide admissions policy Termly report on number of admissions appeals |
| Duty to ensure that a SENCO is appointed to the academy to manage SEND needs and that these are being handled appropriately | Principal's responsibility to appoint SENCO and ensure appropriate training is undertaken. | Regional Director of Education, working with the SEND System Leader and Principal to hold the Principal to account on SEND support and impact within each academy. | National Director of Education holds RDoE to account on meeting the needs of SEND pupils across the regions. Reports on SEND pupil attainment and progress to Education & Personnel Committee. | SEND pupil progress and attainment within each academy and region SEND policy |

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|---|--|--|--|--|
| | Locally | Regionally | Nationally | |
| Duty to ensure that the Principal is held to account for the lawful use of exclusions. | Principal has right of exclusion. Must inform RDoE within one working day of exclusion. | RDoE chairs disciplinary committee, alongside Academy Ambassador and member of Regional Operational Team. Reports FTEs and Pex on a 6 weekly basis to NDoE | NDoE holds RDoE to account for the number and outcomes of exclusions. National Governance team sources Independent Review Panel where requested. National Director of Governance reports to Trustees Education & Personnel Committee. | No. of FTEs and sub-group profile No. of PEx's and sub-group profile Exclusions policy |
| Duty to ensure that all safeguarding policies and procedures are in place, including ensuring that Safer Recruitment procedures are applied | Principal's responsibility to appoint a DSL and SPOC and ensure appropriate training is undertaken. | RDoE responsibility to hold Principal and SG System Leader to account for the safeguarding practice within each academy | NDoE responsibility to hold RDoE to account for the safeguarding practice within each region. | Safeguarding policy |
| Duty to ensure adherence to Employment Law, including compliance with procedures for the regulation of conduct and discipline of staff. | Principal's responsibility to ensure that all staff conduct and disciplinary matters are being handled in line with E-ACT policy. Principal must report any staff disciplinarys within 1 working day to the RDoE. RDoE reserves the right to appoint investigator if Principal's appointment is not | RDoE responsibility to hold Principals to account for staff disciplinary and conduct procedures. RDoE to Chair Appeals panel, alongside Academy Ambassador and member of Regional Operational Team. | NDoE holds RDoE to account for the number and outcomes of disciplinarys. National Director of Governance reports to Trustees Education & Personnel Committee. | No. and outcome of disciplinarys, and staffing profile. Disciplinary policy |

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|---|--|---|---|-----------------------------------|
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| | appropriate. | | | |
| Duty to ensure that academy websites are up-to-date and meet statutory requirements | Business Manager's responsibility to ensure that the website is up to date | RDoO responsibility to hold Business Managers to account regarding compliance | NDoO holds RDoO to account for website compliance. NDoG reports on compliance to <u>Trustees</u> ARC. | |

Making sure we meet the DfE’s requirement of governing bodies

| DfE Requirement | How could these requirements be met through a new governance model? | | | What will need to be scrutinised? |
|---|---|--|--|--|
| | Locally | Regionally | Nationally | |
| Setting the Strategic Direction of the Organisation | Principal is responsible locally for implementation of direction set through the strategy at academy level. | RDoE and RDoO responsible for ensuring that the Principals and Business Managers within their region are held to account on implementing actions as set within the strategic direction, and submitting quality assured information to inform the Board on the progress in reaching this strategic direction. | NDoE and NDoF&R responsible for holding Regional Directors to account on regional implementation of strategic direction – both in terms of academy specific actions required within their region and regional strategic actions required. Board of Trustees hold National Directors to account on overall progress against organisational 3-5 year Strategy, including a clearly articulated school improvement plan | Key corporate metrics identified noting how the Board will track progress against strategy |
| Holding the Head Teacher to account | Principal performance and line managed by the Regional Director of Education Business Managers are performance and line managed by the Regional Director of Operations System Leaders | RDoE performance and line managed by the NDoE RDoO performance and line managed by the NDoF&R | CEO performance and line manages NDoE and NDoO Trustees Education & Personnel by reviewing the PM of the National Director of Education and Finance & Resources, as carried out by the CEO and approving the targets set. Chair of the Board , by Performance Managing the CEO and reporting to the Board of | Record of annual Performance Management, target and objectives for: <ul style="list-style-type: none"> • CEO • NDoE • RDoE • Principal |

| DfE Requirement | How could these requirements be met through a new governance model? | | | What will need to be scrutinised? |
|--|---|--|--|---|
| | Locally | Regionally | Nationally | |
| | performance and line managed by RDoE and RDoO (within relevant team) | | Trustees and seeking approval of the targets set. | |
| Overseeing the financial performance of the organisation | Business Managers have responsibility for managing the finances of the individual academy | <p>RDoO holds to account the Business Manager on the effectiveness of their budget management and financial processes.</p> <p>RDoO holds to account the Finance & Procurement Officer for the level of support and challenge they are providing to each academy within the region.</p> | <p>NDoF&R holds each RDoO to account for their financial compliance and budget management of their respective regions.</p> <p>CEO holds NDoF&R to account for national financial performance.</p> <p>Trustees ARC and Finance Committees hold CEO to account as the Accounting Officer for the financial performance of the organisation.</p> | <p>Monthly Budget Monitoring within regions</p> <p>Quarterly compliance records of financial processes across the regions</p> <p>Quarterly value for money report statements across the regions</p> |