

As a Multi-Academy Trust we are a single entity that educates its pupils across different school and community-based sites. There is no separation between what is the University of Chichester Academy Trust ('the Trust') and each of the academies that make the Trust family.

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

In accordance with the University of Chichester Academy Trust's Scheme of Delegation, the Annual Delegation Profile outlined below has been delegated from the Trustees to the Academy's Local Governing Body. This Delegation Profile should be read in conjunction with the Academy's Scheme of Delegation, Terms of Reference and Scheme of Delegation confirmation letter.

STRATEGIC PRIORITIES

Integral to the values of the Trust is a collective responsibility to contribute to Trust wide strategic priorities, and by doing so, creating a strong family of academies and teacher educators and creating a society where all children and young people feel they belong and in which aspirations are raised and lives transformed. Priorities for 2022/23 focus on:

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through all of our schools and work closely with our University sponsor

Strategic Leadership

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

Collective Responsibility

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

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust

Local Governing Body (LGB) Delegated Responsibilities

Focus: Strategic view of school effectiveness, offering critical but supportive challenge to ensure the school is centred within and knowledgeable of, its local community

Strategic Leadership, Community and Compliance

- LGB to act strategically whilst maintaining a school level perspective with understanding of the Trust's collective strategic ambitions and priorities
- Uphold the constitution of the Local Governing Body as detailed in 4.1, 4.4, 4.5 and 4.6 of the Scheme of Delegation and Terms of Reference, assigning named governors to designated roles
- Ensure governors recruited contribute to the collective LGB skills, experience and community knowledge, to effectively act as critical friend to the SLT
- Responsible for strengthening and maintaining strong links with the local community and parents/carers to share local community insights with Academy leaders to inform approaches to meeting needs and shaping curriculum
- Identify how Academy leaders and LGB will work with other academies to fulfil J2E priorities
- Seek reassurance that academy leaders are successfully addressing equality, diversity and inclusivity priorities within the locality of the school and meeting their commitments and obligations set out in Trust's Equality, Diversity and Inclusivity Policy and the academy's equality action plan linked to the J2E
- Seek reassurance the academy is compliant with data protection/GDPR requirements, including the reporting of breaches to the DPO and that processes are in place that mitigates risk of future potential breaches
- Review the impact of academy leaders work with the University of Chichester and other FE/HE institutions, in line with Trust and academy priorities.

Safeguarding and Child Protection

- Receive evidence of the completion of termly checks of the SCR by the AIP and that actions have been swiftly followed up by the school. Alert HT and Executive Team if there are outstanding concerns to be addressed
- By 2024/25 receive confirmation that all staff have had a DBS check within the last 5 years
- Review the reporting of low-level concerns for assurance that appropriate and swift action has been taken to resolve and to mitigate future risk, and that there are no patterns of regularity over the long term
- Ensure the school undertakes an annual Safeguarding Audit and that the action plan is fit for purpose, and outcomes reported to the Executive Team and Trustees

- Hold Headteacher to account for ensuring the planned curriculum teaches children about the risks they face, how to identify and deal with risks and ensure that they do not put anyone else at risk, including their peers
- Identify how to use academy visits to be assured there is a strong Safeguarding curriculum approach in place which is making a difference to pupils, parents and staff
- Review use of CPOMs reporting and process to be reassured appropriate staff receive relevant information in a timely manner and that case management is effective
- Be informed of the percentage of pupils absent and persistently absent across the academy and within specific groups to ensure no groups are a cause for concern
- Review unauthorised absence and hold academy leaders to account for reducing percentages each month. LGB to be assured that procedures to follow-up pupils missing from education and the removal of pupils from the school roll are effective and legal
- Seek reassurance that the impact of attendance strategies, including any use of premia to engage parents and pupils increases rates of attendance
- Review Health and Safety findings with Headteacher to be satisfied that appropriate training and support has been identified and scheduled for all staff and governors to be safe and know how to keep all pupils safe
- Seek assurance that the Behaviour Policy is effective in maintaining high standards of behaviour and monitor the use of exclusions, suspensions and use of alternative provision to make sure no groups or individuals are adversely impacted.

Curriculum and Standards

- Ensure leaders are held to account for developing pedagogy and a curriculum that reflects the ambitions and richness of the local community and is evidence based/informed
- Identify ways to use academy visits to learn more about how staff, parents and pupils believe the school's curriculum reflects the richness of the local community
- Challenge academy leaders to make explicit how pedagogical development and the school curriculum helps all pupils to understand more about the diverse community, society and world they live in and are part of
- Receive updates on opportunities for pupils to develop team work and leadership skills from Early Years to KS4.
- Hold the Headteacher to account for the progress pupils make and standards achieved by the academy and work with the Executive team to identify cross-Trust partnerships, peer reviews and support
- Hold Academy leaders to account to ensure equality and diversity is embedded in the curriculum and which contributes to creating an inclusive community
- Challenge Academy leaders to make explicit the impact of the curriculum and provision on meeting the identified needs of pupils with SEND, Disadvantaged and where EAL
- Receive updates on each foundation subject's development in line with Trust expectations and most up to date research
- Receive information on the extended schools' agenda to be assured of the effectiveness and standard of the activities and that they align with the ethos and values of the academy and Trust.

Accountability, Finance, Compliance and Impact of Funding

- Critically review action plans related to academy premia: Pupil Premium; Catch Up funding; Sports and PE Premium; High Needs and SEND funding and other delegated funds
- Identify impact of funding on the learning and development of identified pupils, including support for families/parents and carers
- Discuss equity and fairness in relation to impact of staffing costs, including those on UPR and use of Teaching Assistants, on the outcomes of all pupils and hold leaders to account for identified shortfalls
- Ensure leaders consider financial efficiencies when structuring the curriculum timetable and those to be gained through group purchasing and sharing of human resources
- Ensure that Management Accounts are reviewed termly against Academy priorities and strategic aims of the Trust
- Receive a rolling 1-3-year Budget and review with the Headteacher and Business Manager opportunities for increase of revenue and cost efficiencies, ensuring financial sustainability, in line with the school development plan and the Trust finance strategy
- Review expenditure where a competitive process is required to ensure the academy is compliant with the Trust finance regulations and procedures.

People and Structures: Human Resources

- Discuss whether proposed staffing meets pupil needs, academy priorities and financial situation
- Review recruitment outcomes to be assured they are conducted in line with Trust policy and that there is a diversity of candidates attracted to the academy, that translates to a staff population that is reflective of the diversity of the Trust communities.
- Receive a report on the progress of apprentices and staff undertaking apprenticeships, and the utilisation of the apprenticeship levy
- Contribute to the effective performance management of the Headteacher
- Ensure that any proposed pay increment awards and applications to UPR are discussed by LGB ahead of approval by the Executive team
- Receive a report on staff survey findings to identify trends over time and be assured staff have been listened to with appropriate feedback given, and that action has been taken where appropriate and impact identified
- Seek assurance that staff and governors have completed all mandatory training within the required time period.