



Scheme of Delegation

Academic Year: 2025 / 2026

United by our values, we place children and young people at the heart of all we do

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1. Introduction

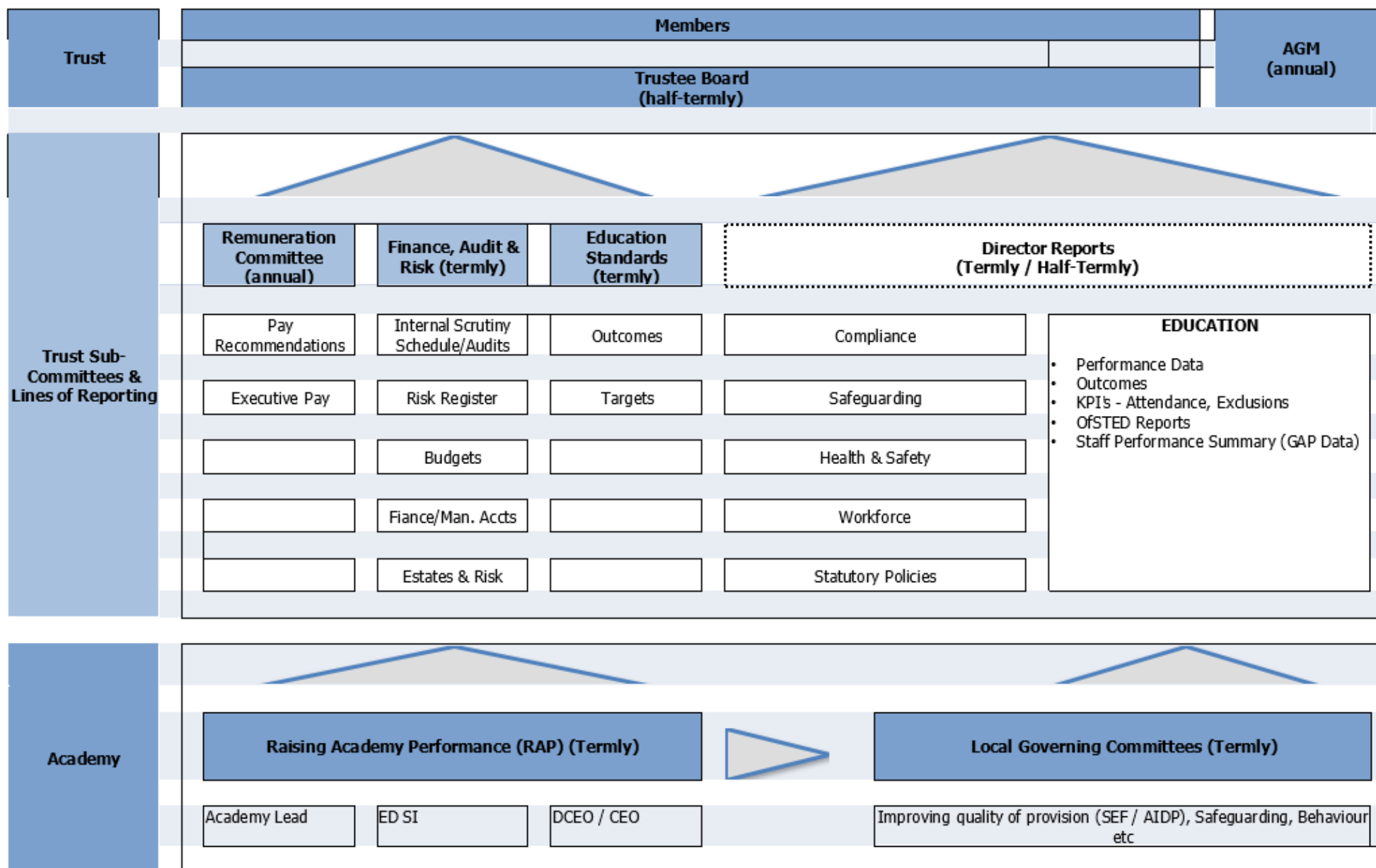
- a. The City Learning Trust (referred to herein as the "Trust") was established on 2011. The Trust is a multi-academy trust capable of operating and maintaining all constituent academies (each an "academy" and together the "academies").
- b. The Trust is both a company limited by guarantee and an exempt charity, funded by and accountable to the department for Education for the educational standards and financial management of the Trust and the constituent academies.
- c. The Trust's constitution and its charitable objective is set out in its Articles of Association ("**Articles**").

2. Purpose

- a. The purpose of this Scheme of Delegation is to provide overarching clarity with regards to the roles, responsibilities and authority, including delegated financial powers, of those who contribute to the governance and oversight of the academies and the Trust itself. This Scheme of Delegation is subsidiary to the Articles, the Funding Agreement(s) and all schools/academies legislation and statutory guidance.
- b. The Trustees reserve the right (in their absolute discretion) to review and alter this Scheme of Delegation and the level of delegated responsibility at any time. The Scheme of Delegation will be approved for application annually. Trustees have an overriding duty to act freely and in the best interest of the Trust and the academies at all times.

3. Governance Structure

- a. There are various layers of governance: the Trust, Sub-Committees of the Trust Board and at Academy level. Each level has designated bodies with their own specific terms of reference. Every Academy has a Local Governing Committee and this is a Sub-Committee of the Board.



4. Governance - Trust Level

4.1 Members

- a. The highest tier of governance oversight is provided by the 'Members' who, through an Annual General Meeting, are the guardians of the Trust, its purpose and welfare. Each Member's liability is limited to £10 and, in view of the limited liability and therefore scope for accountability, they have limited governance and no day-to-day management responsibilities. Members cannot be employees of the Trust or undertake any voluntary work within the Trust.

4.2 Trustees

- a. Trustees are appointed by the Members to whom they report to. They are Trustees for charity law purposes and are also appointed directors registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the academies and are accountable to the Members, the Secretary of State for Education and the wider community for the quality of the education received by all pupils of the academies and the expenditure of public money.
- b. The Trustees are required, pursuant to the Funding Agreement(s) to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust. All Trustees have the responsibility to act in the best interests of the Trust and the academies, irrespective of any other role they may undertake.

4.3 Trust Board

- a. The Trustees meet as a Board of Trustees, generally known as the 'Trust Board'. The Trust Board will oversee the strategic leadership, management and administration of the Trust and the academies run by the Trust and herein delegate authority and responsibility to others. The Trust Board also appoints an appropriately qualified Governance Officer'.

4.4 The Articles of Association

- a. The Articles of Association delegate powers to the Trust Board. This also includes any Committees the Trust Board establishes. The Trust Board may delegate any of its powers to the Executive Leadership Group, Academy Leads or the Academy Governing Committee as set out in this document.

5. Trust Sub-Committees

- a. The Trust Board carries out some of its responsibilities via Sub-Committees, which are detailed below:

5.1 Finance, Audit & Risk

- a. To ensure appropriate financial scrutiny and oversight, assuring robust financial systems and procedures are in place and adhered to by the Trust (using periodic internal audits to provide such assurance) as well as ensuring a comprehensive risk management framework is in place to identify, assess and manage risk at all levels.
- b. To ensure Internal Audit is providing independent, objective assurance in identifying areas for improvement to support financial, operational and governance procedures and regulations.
- c. Monitor effectiveness and compliance with policies and systems and advise Trust Board on effectiveness and resources of the external/internal auditors to provide a basis for re-appointment/dismissal.

5.2 Remuneration

- a. To ensure pay awards are in line with guidance in the Academy Trust Handbook and take account of performance, the need for recruitment and retention, the level of challenge of roles and affordability.

5.3 Education Standards

- a. To ensure that the individual academy performance is in line with targets and with national expectations. Academy Local Governing Committees will review performance at a local level under the RAP reporting item.

6. Governance - Academy Level

6.1 Academy Local Governing Committee

- a. Each academy has a Local Governing Committee (LGC), which undertakes elements of the Trust Board's role of strategic direction and oversight at a local level. Each LGC is formally a sub-committee of the Trust Board so is accountable to the Trust Board in relation to any matter delegated to it. The duties, responsibilities and authorities of each LGC are consistent whilst an academy remains *Good* or better under Ofsted. Variation may occur in the event of anything less.

6.2 Raising Academy Performance (RAP)

- a. Each local governing committee fulfils its obligation to oversee the attainment of all young people within an academy under the banner heading of 'RAP' on their normal agenda cycle. It is the duty of the Principal in any academy to engage in robust data tracking with the Trust Executive and to report the outcome of progress to their respective LGC.

7. Leadership - Key Bodies

7.1 Executive Leadership Group (ELG)

- a. This group comprises of the Chief Executive Officer (CEO – also the Accounting Officer), Deputy Chief Executive Officer (DCEO, also the Chief Financial Officer) and Executive Directors. This group holds responsibility for delivery of compliance as covered by the Academy Trust Handbook (and other relevant documents).
- b. ELG are responsible for providing support and challenge to academies and the Central Team to ensure rigorous compliance and high expectations in terms of effective and efficient strategies for delivery of core Trust priorities.

7.2 Central Leadership Group (CLG)

- a. Centrally, there are a core team of Directors: Finance & Operations; HR, IT, Compliance, Staff Development and Creative. There are no delegated responsibilities provided to this group that are not overseen and approved by a nominated member of the Executive. Their purpose is to ensure effective and efficient strategies through resource management to manage continuous improvements for pupils' experience and outcomes as well as for the development of staff.

7.3 Academy Leads

- a. The Academy Leads (which covers the role of Principal and extends to Head of Academy and Centre Lead) has formal delegation of powers from the Trust Board through the Executive Leadership Group. The operation of each academy will be managed by a named Academy Lead. The duties, responsibilities and authority of an Academy Lead, may vary as between academies as determined by the Chief Executive Officer in consultation with the Executive Leadership Group and reported to the Trust Board. Academy Leads report to a member of the Executive Leadership Group. A nominated member of the Executive will report performance to the Education Standards sub-committee of the Trust Board.

8. Roles And Responsibilities

8.1 Members

- a. The role of the Members is laid out in the Articles of Association and in company law. Their role is that of guardians of governance, holding the Trust Board to account for achieving its charitable objectives and ensuring good governance. Members are the highest level of governance, ensuring the Trust's integrity but are distinct from the operational functions of the Trust Board and Executive Leadership.
- b. The Members' key responsibilities are:
 - i. to ensure the objectives of the Trust are met.
 - ii. to hold an Annual General Meeting each year within 15 months of the previous Annual General Meeting.
 - iii. to receive the Annual Report (prepared by the Trustees) at a General Meeting of the Trust.
 - iv. to appoint the Trust's auditors.
 - v. to determine the Trust's constitution by adopting the company's Articles.
 - vi. to exercise a direct power under the Articles or a statutory power.
 - vii. to appoint and remove Trustees (noting any powers delegated by the Members to the Trust Board to make such appointments and removals).
- c. Notwithstanding any provision of the Articles, the Members have formally delegated to the Trustees the power and responsibility to appoint and remove Trustees, and such appointments will be ratified at the next General Meeting of the Members. Any removal by the Trust Board of a Trustee appointed or ratified by the Members can only be undertaken by majority vote in general meeting or by written resolution of a majority of the Members.

8.2 Chair of the Trust Board

- a. The Chair of Trust Board ('Chair') has a fundamental role in leading the business of the Trust and as a fulcrum between the Trustee Board and the Chief Executive Officer.
- b. The Chair is first amongst equals, although has no defined individual power (except in exceptional circumstances via Chair's actions).
- c. The Chair's key responsibilities are as follows:
 - i. to ensure the Trust Board approves a strategic focus to the Trust and its academies.
 - ii. to manage the business of the Trust Board to ensure it undertakes its duties efficiently and effectively in and between board meetings.
 - iii. to build, develop and meld the Trustees into an effective team, taking account of recruitment, succession and professional development needs of the Trustee Board.
 - iv. to work in partnership with the CEO, developing a professional relationship, providing appropriate encouragement, challenge and support.
 - v. to ensure the Trustee Board meets all its legal requirements by working closely with the Governance Officer to the Trustee Board.
 - vi. to represent the Trust to key external partners, the media and the public when required.

8.3 Trustees and the Trust Board

- a. The Trustees have overall responsibility for all the work of the Trust.
- b. The Trust Board will agree the strategic direction of the Trust, maintain legal oversight, monitor activities, assess the performance of the academies, and establish and review material policies and practices governing the life of the academies.

- c. The key responsibilities of the Trust Board are as follows:
- i. **strategic leadership of the academy trust** - the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions trust strategy including determining what, if any, governance functions are delegated to the local tier
 - ii. **accountability and assurance** - the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained
 - iii. **engagement:** - the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.
- d. Trustees must comply with the Trust's Code of Conduct and declare any pecuniary, business, charity, personal relationships or other interests annually.

8.4 Chief Executive Officer (CEO)

- a. The Chief Executive Officer (CEO) will be responsible for leading and managing the Trust on a day-to-day basis. The role, function, responsibility and authority of the CEO are delegated by the Trust Board. The CEO is the Accounting Officer.
- b. The key responsibilities of the Chief Executive Officer are to:
- i. Recommend to the Trust Board the strategy for the Trust
 - ii. provide strong and effective leadership to all staff
 - iii. promote the values of the Trust
 - iv. act as Accounting Officer to ensure robust financial processes are in place.
 - v. ensure the highest standards of safeguarding and child protection are maintained across the Trust and in each academy.
 - vi. oversee the effective management of risk within the Trust.
 - vii. embed outstanding educational performance across all academies.
 - viii. manage the overall operations of the Trust.
 - ix. develop and maintain effective relationships with a range of external stakeholders, including:
 - the Secretary of State for Education (including, but not limited to, the Department for Education (DfE), the Regional Director (RD) and Ofsted).
 - the local communities
 - parents/carers of our students and pupils.
 - x. develop strategic partnerships with other bodies and organisations, including service providers, which will further the Trust's strategic plan.
 - xi. represent the Trust to key external partners, the media and the public on a national platform.
- c. The CEO is supported by the Executive and Central teams.

8.5 Executive Leadership Group (ELG)

- a. The Executive Leadership Group works to ensure that the Trust's strategic aims and objectives are achieved in accordance with the strategy and vision of the Trust Board.
- b. The Executive Leadership Group is made up of the key leads that oversee education and learning across the Trust. The Executive is currently made up of:
- i. Chief Executive Officer - accountability for the Trust performance
 - ii. Deputy Chief Executive Officer – resource allocation and standards
 - iii. Executive Director: Estates and Risk – curriculum led estates planning
 - iv. Executive Director: School Improvement – data, evaluation and system led improvement

- c. Key areas of responsibility include:
 - i. Improving the quality of education in all academies.
 - ii. Improving the personal development, behaviour and attitudes of students in all academies.
 - iii. Developing high quality leadership and management in all academies.
 - iv. Developing profession competence of all staff.
 - v. Ensuring academies comply with all statutory policies and guidance.
 - vi. Working with the Central Team to successfully manage academy budgets, estate strategies and capital projects (including IT lifecycle).
 - vii. Ensuring strong staff recruitment, retention, performance management and career development.

8.6 Senior Leadership Group (SLG)

- a. The Senior Leadership Group works to ensure that the Trust's strategic aims and objectives are achieved in accordance with the strategy and vision of the Trust Board.
- b. The Senior Leadership Group is made up of the key leads within each Academy. They work collaboratively and collectively as a group but also hold individual responsibility for the performance of their own academy in line with Trust priorities and targets.
- c. Key areas of responsibility include:
 - i. High Quality Inclusive Education
 - ii. Education Improvement
 - iii. Leadership and Governance

8.7 Central Leadership Group (CLG)

- a. The Central Team works to ensure that the Trust's strategic aims and objectives are achieved in accordance with the strategy and vision of the Trust Board.
 - b. The Central Team is made up of the key leads that oversee functional operations and resources across the Trust:
 - i. Executive Director (Estates & Risk) - Estates and Projects, Health & Safety, PFI
 - ii. Finance Director - Central finance, Finance systems, Procurement, Value for Money, Internal audit
 - iii. Compliance Director - including Data Protection, Health & Safety, Risk Management, Policy & procedures, Inclusion (inc. safeguarding, SEND, behaviour and admissions.)
 - iv. HR Director – workforce & talent
 - v. Staff Development Director – workforce development
 - vi. IT Director - delivery, information and cyber security, technology infrastructure, information management, data and school MIS.
- c. Key areas of responsibility include:
 - i. High Quality Inclusive Education
 - ii. Education Improvement
 - iii. Finance & Operations
 - iv. Workforce
 - v. Governance & Leadership

8.8 Local Governing Committees (LGC)

- a. The Trust Board has determined to establish a Local Governing Committee (LGC) for each academy. The overarching role of an LGC is to support the Trust in monitoring strategic direction, support and local accountability for the performance of the relevant academy. It is a non-executive body supporting the Trust Board to deliver its responsibilities.
- b. The Local Governing Committee has no financial powers. As such, no Local Governing Committee, Chair of Governors or individual Governor can formally approve any expenditure.
- c. As the Trust is the single employer of all staff, the Local Governing Committee has no formal responsibility for performance management. The Chief Executive Officer may use their discretion to involve Chairs of Governor in some elements of performance management (e.g., recruitment or annual appraisal of Academy Leads).
- d. Those serving on Local Governing Committees are ultimately accountable to the Trust Board. They must ensure that at all times they act in good faith and in the best interests of the academies and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience. Members of the Local Governing Committee must comply with the Trust's Code of Conduct and declare any pecuniary, business, charity, personal relationships or other interests annually.
- e. The City Learning Trust Governance Handbook outlines in detail the roles and responsibilities of the Local Governing Committee. Key responsibilities of the LGC include:
 - i. Understanding and reviewing the Academy Improvement and Development Plan (AIDP) 3 times per year
 - ii. Reviewing and agreeing the Self Evaluation (SEF) annually
 - iii. Providing regular challenge to Academy Leads to support achievement of the AIDP priorities.
 - iv. Monitoring the academy's progress towards its own objectives.
 - v. Reviewing KPIs provided for Student Attendance and Exclusions, adding challenge as appropriate.
 - vi. Reviewing information on admissions and monitoring data on student leavers and joiners.
 - vii. Ensuring a continued focus on equality by understanding the demographics of the academy and potential areas for inequality in outcomes for students, key demographics will include SEND, Pupil Premium (PP), ability, ethnicity, gender.
 - viii. Reviewing student attainment data.
 - ix. Reviewing and ratifying annually relevant academy policies, including but not limited to, Safeguarding, SEND, Behaviour and Admissions as well as adopting Trust policies.
 - x. Monitoring admissions arrangements and retaining oversight of pupil number.
 - xi. Reviewing staff and student views of the Academy, by meeting with a range of students and staff regularly during school visits.

9. Governance Lines Of Reporting

- a. Good governance is underpinned with accurate and timely reporting, which can be both challenged and scrutinised by a specified Governance body or Sub-committee.

Scheme of Delegation

Delegation Of Powers & Responsibilities

High Quality Inclusive Education

At the heart of this pillar is a bold and uncompromising commitment: that every child — regardless of starting point, need, identity or circumstance — deserves an education that recognises them as unique, capable and full of potential. Meeting national benchmarks is the baseline. What distinguishes excellence and exceptionality is a courageous, creative and personalised approach to learning: one rooted in kindness, belonging and a belief in every learner's right to flourish.

Exceptional education is not about more — it's about better. It balances academic rigour with emotional, social and cultural development. It sees achievement not only in grades, but in confidence, contribution, curiosity and compassion. Our goal is to prepare children not just for exams, but for life: to shape futures where each learner is ready to thrive in their relationships, their communities, and in building a fair, hopeful society.

Item	Trust Board (or relevant sub-committee)	CEO (or ELG)	Senior Leadership Group (or specific area Lead)	Central Leadership Group (or specific area Lead)	Local Governing Committee
Curriculum	Oversight of impact of curricular through Education Standards sub-committee	Set expectations that curricular are dynamic, inclusive, interdisciplinary, and focused on real-world purpose and flourishing. Triangulate quality, with evidence, to offer assurance.	Develop the vision, ethos and culture of the academy and communicate this to all stakeholders. Deliver a curriculum that adheres to CLT framework criteria and expectations.	Support delivery and improvements with prioritised resource allocation.	Understand intentions of the curriculum model adopted and triangulate student experience with Academy Lead feedback and parent voice.
Student Outcomes	Oversight through Education Standards sub-committee. Reported to Trust Board annually.	Set targets, monitor progress and challenge student under performance to ensure pupil experience results in strong outcomes. Shape the culture with the expectation that every child leaves CLT knowing they matter and believing they can shape their own future.	Implement strategic plan for improvement and delivery of outcome targets.	Used as a resource to remove barriers to academy operation, prioritising pupil experience in decisions made and support provided.	Under RAP, monitor performance against targets. Challenge underperformance and seek assurance. Escalate if progress is not being made in line with expectations or is at odds with Principal reporting.
Accessible to all	Oversight of demographics and group progress data through Education Standards sub-committee.	Sets the expectation that curricular across CLT is accessible in its foundation and that education is delivered to meet need as a basic. Monitors delivery and prioritises resource to meet this intention.	Ambitious, broad, balanced and well-sequenced curriculum in place that demonstrates appropriate and effective adaptations for all. Arrangements for Fair Access engaged with.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Triangulate student experience with Academy Lead feedback and parent voice.
Inclusive pastoral support	Oversight of via Trust Board KPI monitoring to ensure high attendance rates and low suspensions – the consistent expectation across the Trust.	Student outcomes and experience Trust priority expects fully inclusive practice across all phases of CLT.	Needs of all learners are met with graduated response to ensure best outcomes.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Triangulate student experience with Academy Lead feedback and parent voice.

United by our values, we place children and young people first in everything we do

Enrichment	Expected that enrichment opportunities are available in sport, music and culture that support wider development as well as subject / topic understanding.	Secure ongoing external funding. Monitor impact and report to donor.	Ensure high quality personal development opportunities for all young people. Extend the provision of the Character and Arts programme to as many young people as possible within the Academy.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Triangulate student experience with Academy Lead feedback and parent voice.
Behaviour	Oversight of via Trust Board KPI monitoring to ensure high attendance rates and low suspensions – the consistent expectation across the Trust.	Monitor and challenge KPIs for behaviour. Facilitate practitioner visits to quality assure behaviour practice and application of policy. Endorse Principal decision to PEx a student.	Ensure effective day to day delivery of behaviour policy. Ensure that behaviour is at least good every day. Reduce the number of Permanent Exclusions, suspensions, withdrawals, lesson interruptions.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Review suspensions and PEx in line with current DfE guidance – specifically PEx and 15 day suspension reviews. Governor panels can be drawn from any member of CLT governance network but preferably includes at least one member of the local committee. Observe behaviour/attitudes of students when visiting academies, reporting back and hearing student voice panels.
Attendance	Oversight of via Trust Board KPI monitoring to ensure high attendance rates and low suspensions – the consistent expectation across the Trust.	Monitor and challenge KPIs for attendance and PA. Facilitate practitioner visits to quality assure practice.	Ensure academy meets targets on attendance and PA. Ensure attendance policy is rigorously applied and practice complies with statutory guidance.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Monitor data and trends. Triangulate student experience with Academy Lead feedback and parent voice.
Destinations	Oversight of demographics and group progress data through Education Standards sub-committee.	Retain oversight of data and report. Build connections and relationships with providers to open up unique opportunities for current and future pupils.	CEIAG is personalised and proactive, ensuring all students, especially those from disadvantaged or SEND backgrounds, confidently navigate their next steps. Partnerships with a diverse range of providers and employers are robust and embedded, with regular student engagement and feedback driving continuous improvement. Destinations data tracked to ensure gaps are narrowing between groups.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support.	Monitor data and trends and understand the curricular offer to prepare pupils for next steps.

Collaborations	Act as representative to support positive relationships.	Schools work collaboratively with each other across the Trust. Relationship with local authorities, parents and other civic partners, acting in the interests of the wider community.	Engage with partners to support outcomes for young people. Balance resource to ensure favourable outcomes for CLT.	Act collectively on behalf of CLT academies to achieve value for resource.	Act as representative to support positive relationships.
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Education Improvement

We believe that education improvement is not a fixed destination but an ongoing, dynamic commitment to excellence, equity, and impact — both within and beyond our Trust. It is our moral responsibility to ensure that every school, regardless of context, can thrive and evolve in ways that meet the unique needs of its learners.

Our approach is unapologetically ambitious: we take on challenging contexts with integrity and purpose, knowing that transformation is not just about metrics but about building communities of belonging, resilience and innovation. We nurture a culture of continual learning and courageous self-reflection, where challenge is welcomed, support is tailored, and improvement is co-created by those closest to the work.

Crucially, we do not operate in isolation. Our commitment extends beyond our own schools — we share our knowledge, learn from others, and contribute meaningfully to the wider system. Because real improvement is never just about us — it's about building a better future for all children, everywhere.

Item	Trust Board (or relevant sub-committee)	CEO (or ELG)	Senior Leadership Group (or specific area Lead)	Central Leadership Group (or specific area Lead)	Local Governing Committee
Education Improvement Model	Approve executive strategy	Carry out formal reviews on the quality of education at least annually. Review quality of education by subject, data, discussions with leads, lesson observations, voice samples. Set standardised assessments for all year groups.	Identify the academy strengths and areas for improvement. Develop the SEF and AIDP. Monitor and report progress across AIDP. Engage with QA process.	Assigned resource to support agreed school improvement. Deliver formal review processes and QA evaluative judgements aligned with the specific improvement strategy.	Monitor the progress of the AIDP.
Transformation	Approve executive strategy	Improvement frameworks are applied with agility, integrity and compassion, adapting support to the unique challenges and strengths of each school. Transformation is driven by co-owned vision, expert leadership and community restoration, with impact evident across educational, cultural and operational domains, and all other pillars in the framework.	Deploy subject / phase specialists to upskill and challenge relevant leads.	Identify and articulate education improvement strategies based on data analysis of impact.	Monitor the progress of the AIDP.
System Led Improvement	Approves executive strategy	Actively contributes to sector-wide improvement through reciprocal partnerships, knowledge exchange, and shared innovation. Provides capacity and leadership to underperforming schools or trusts while learning from the diversity of the system. Collaboration is strategic, values-driven and sustained.	Participates as part of system leadership to share best practice and learn from others.	Participates as part of system leadership to share best practice and learn from others.	Monitors reciprocal progress within Academy priority as well as challenging impact of work outside of the academy.

Workforce

Our workforce is the heart of every thriving school and trust community. This pillar promotes a culture where the health, happiness, and wellbeing of students, staff, and the wider community are prioritised and actively supported. Through the development, implementation, and adherence to comprehensive policies and practices, alongside fostering positive environments and a commitment to continuous improvement, we aim to build a resilient, fulfilled education community that truly values every single person working within it — whether front-facing with children or behind the scenes.

By recognising the vital role each individual plays in shaping young lives and the learning environment, we create conditions for all staff to flourish professionally and personally — ensuring every child benefits from being their best selves at work.

Item	Trust Board (or relevant sub-committee)	CEO (or ELG)	Senior Leadership Group (or specific area Lead)	Central Leadership Group (or specific area Lead)	Local Governing Committee
Workload	Work with the Executive Team to be reassured that workload is proactively reviewed, collaboratively managed, and shaped by staff voice, with a strong emphasis on sustainable working practices.	Engagement with all staff to monitor staff workload and impact. Application of framework to maximise operational efficiency and effectiveness.	Determine the length of the week, arrangements for working hours to meet need and directed time allocation.	Support academy practice and deliver appropriate resource and training to support workload practice, preventing repetition and promoting efficiency.	Oversight of staff workload, monitoring practice and indicate data trends.
Retention	Oversight via the Remuneration sub-committee Ratify main policies to be operated with regards to the management of staff.	Executive set Trust culture where staff flourish in a deeply relational, purpose-driven culture where their voices shape meaningful career pathways. Retention is driven by shared values, collective leadership, and a profound sense of belonging that nurtures long-term commitment.	Apply Trust culture, promoting staff development opportunities to ensure workforce is developing and highly effective.	Provide staff development opportunities to inspire and engage and inspire current workforce.	Oversight of staffing numbers and turnover. Challenge to Principal if these numbers align with falling performance.
Working Environment	Management of risk through FAR sub-committee. Health and Safety policy and risk register remain under scrutiny.	Develop and propose all policies, practice and procedures to be operated with regards to H&S and Risk Register priority areas. Ensure compliance with relevant H&S law, regulations and statutory guidance. Appoint external advisor to scrutinise practice.	Ensure appropriate action is taken / follow up to mitigate identified and emerging risks on site. Ensure appropriate persons are appointed to manage areas of risk. Report any serious H&S concerns to ELG. Ensure that buildings are maintained in a safe condition.	Compliance of policy on sites. BCPs remain updated and operational. Focus on areas of H&S, risk, medical needs, educational visits, etc. Ensure that buildings are maintained in a safe condition and that all statutory obligations for maintenance and inspection are met within appropriate timeframes.	Acknowledge any key H&S priorities identified.

Developing new and early career teachers	Oversight of headline qualification data of ECT trends. Workforce data analysis reviewed annually.	Executive retain oversight of recruitment, onboarding and successful induction of new and EC teachers. Staff development remains a core priority of Trust delivery.	Commitment to developing new and EC teachers makes a positive contribution to the academy community by facilitating and delivering high-quality training and/or placements for trainee teachers. Supports early career teachers through the Early Career Framework.	Provide staff development opportunities to inspire and engage and inspire current workforce.	Receives T&L headline data as assurance for the quality of education delivery.
Continuing professional development	Oversight of the impact of quality CPD on the outcomes and experience of young people. Remuneration sub-committee approves outcomes of PM cycle and pay uplift recommendations.	Staff development remains a core priority of Trust delivery. Oversight of staff quality assurance headline data to prioritise the allocation of targeted resource. Assure the quality of professional learning at a local level. Align CPD with talent management succession planning and remuneration.	Ensure high quality professional learning – staff become expert	Provide staff development opportunities to inspire and engage and inspire current workforce.	Assured of the connection between CPD for all staff and the Current Academy priorities to support outcomes and experiences for young people.
Collaboration	Receives reports of collaboration and wider impact.	Facilitates the creation of an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.	Identify, engage and facilitate in opportunities for collaboration that will support outcomes and experiences for young people.	Support Academy Leaders to identify, engage and facilitate in opportunities for collaboration that will support outcomes and experiences for young people across the Trust.	Receive reports of collaboration within and outside of the academy and the recorded impact of such.
Line management & career progression	Receive Executive report of Trust performance under Remuneration sub-committee agenda.	Develop and implement a talent management strategy from recruitment to professional learning. Lead performance management. Model best practice and QA delivery.	Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities within the academy or across the trust.	Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.	Receive staff workforce data for the academy.

Equality, diversity, inclusion	Supports the Executive team to ensure fully inclusive practice. Sets high standards in all relevant policy documentation and the Code of Conduct.	The Executive Team lead a Trust that fosters a culture where kindness and respect underpin inclusion. Recruitment and retention strategies actively promote diverse representation and flexible working, ensuring that all staff feel valued, supported, and empowered to be their authentic selves.	Ensure all HR policies are adhered to by all staff and set the tone within their leadership where modelled behaviours demonstrate a consistently high standard of inclusivity.	Ensure all HR policies are adhered to by all staff and set the tone within their leadership where modelled behaviours demonstrate a consistently high standard of inclusivity.	Triangulate data shared within LGC meetings with staff engagement feedback and visits within the academy.
Engagement	Trust Board receives annual engagement survey feedback and comparison data to track progress of culture.	Engagement is embedded through regular, meaningful consultation and two-way communication. Staff feel genuinely heard, recognised, and empowered to influence decisions at all levels.	Leadership teams across academies demonstrate open engagement and two-way communication to ensure that staff within their team feel heard. Staff feedback influences academy priorities.	Trust wide engagement feedback is used to inform practice and delivery.	LGCs receive engagement survey reports and action plans. Progress reports are delivered to these priorities.

Finance And Operations

In a world-class education system, every financial decision, resource allocation, and operational process is strategically aligned to maximise impact on student success and staff development. Our Finance and Operations culture fosters transparency, efficiency, and innovation—ensuring that resources are not only managed responsibly but are catalysts for transformative educational experiences. Clear, consistent communication with all stakeholders builds trust and collective ownership, driving engagement with financial policies and operational procedures that underpin excellence across the trust.

The Finance and Operations pillar is about building a seamless, intelligent infrastructure—where funding, staffing, systems, and physical environments are so well-aligned and so thoughtfully executed that every decision contributes to improving outcomes for children, precisely when and how they need it.

This is not about doing more. It's about doing better: testing, evaluating, embedding, and scaling what works. It's about investing wisely, not just spending.

It's operational elegance in service of deep educational purpose.

Item	Trust Board (or relevant sub-committee)	CEO (or ELG)	Senior Leadership Group (or specific area Lead)	Central Leadership Group (or specific area Lead)	Local Governing Committee
Financial strategy	Approves strategy and is updated to ensure compliance with policy and the ATH.	Financial strategy is agile, transparent, and consistently aligned with educational priorities. ELG prompts proactive investment in areas of greatest impact and is collaborative with stakeholders. Integrated Curriculum and Financial Planning (ICFP) is used to scenario-plan, identify opportunity, and deliver long-term sustainability. Ethical stewardship of public funds is central to decision-making.	Two-way communication with the central leadership group in order to align financial strategy with the needs of the academy. Pooled GAG is assigned according to the needs of the academy with appeal and additionality processes aligned with policy.	Two-way communication with the senior leadership group in order to align provision with the needs of the academy. Allocations and expenditure must align with policy.	Can support Academy Lead in request for additional budget share.
Resource allocation	Approves budget annually and receives regular reports on performance in line with ATH compliance.	ELG facilitate a culture where strategic resource allocation is flexible and closely aligned with educational and organisational priorities. Data and benchmarking are used to support challenge and adaptation to ensure that resources are directed where they are most needed. Technology, staffing, and learning environments are evaluated for maximum impact.	Budget management and resource allocation to support the achievement of academy priorities. Support with external bid writing for additionality – permission to sought from ELG.	Engagement with allocation requirements and efficient expenditure. Can support with bid writing – permission to be sought from ELG.	Challenge effective use of resource allocation to achieve academy aims.

Capital strategy	Approves capital strategy outside of budget setting and receives regular reports on performance in line with ATH compliance.	Capital investment is proactive, strategic, and fully integrated with long-term educational goals and community needs. The Trust embraces sustainable, green, and innovative approaches to infrastructure, anticipating future challenges and opportunities. Capital plans are co-created with stakeholders and reviewed regularly to ensure alignment with evolving priorities, including digital transformation and environmental responsibility.	Management of site and curricular delivery to support the achievement of academy priorities. Seeks opportunities to improve experience for community as part of the wider capital strategy.	Engagement with and professional advice towards the planning of capital expenditure to support in the efficient and effective allocation.	Updated of any additional capital requests or planning outside of normal budget allocation. Support of any external bids.
Reserves	Approves reserve policy. Receives regular updates of position within annual cycle.	ELG recommends a reserves policy that is dynamic and strategically aligned with risk management, supporting both short-term needs and long-term ambitions. Regular scenario planning and stress testing ensures the Trust respond swiftly and confidently to financial challenges or opportunities.	Support in the generation of adequate Trust reserves. Make applications from Reserve to support additional investment.	Provide professional advice and oversight of reserve position within reporting cycle and compliance.	Can support application from Trust reserve for additionality into budget cycle for a particular project.
Financial information management	Regular review of financial information (aligned with compliance of ATH) – assurance of full compliance within policy. Full oversight of Trust Risk Register and understanding of Financial policy and procedures.	Financial information management is integrated with risk management and operational strategy, with real-time monitoring and transparent reporting that builds confidence across the Trust. Data governance and security frameworks go beyond compliance to proactively safeguard assets and information. Financial controls support innovation and efficiency.	Ensure full system compliance, adequate training and allocation to prevent any breach of practice.	Ensure full system compliance, adequate training and allocation to prevent any breach of practice.	Receive reports of any heightened risk to the academy based on collation of data.

Governance And Leadership

The heart of our Trust beats through its leaders—those entrusted, empowered, and paid to make a difference. Leadership at the City Learning Trust is not about hierarchy, but about humanity: it is ambitious, accountable, and kind. It stands for something. Our leaders carry the weight of responsibility for the lives of children and the future of communities, and they do so with integrity, clarity, and relentless purpose.

Governance plays a vital role: it is about ethical oversight, support, and transparency. The role of governance, voluntary in nature, is enabled to support an education system, holding leaders to account at the level required. We value governance as a civic act of trust, bringing thoughtful challenge and moral perspective, while recognising that it is leaders who must lead, deliver, and be accountable for outcomes.

This pillar honours what truly drives transformation: courageous, expert leadership that is values-led, not compliance-bound. It recognises that children's success does not come from processes, policies, or meeting minutes—but from leaders who model ambition, kindness, and purpose in every decision they make.

Item	Trust Board (or relevant sub-committee)	CEO (or ELG)	Senior Leadership Group (or specific area Lead)	Central Leadership Group (or specific area Lead)	Local Governing Committee
Governance of the Trust	Approve terms of reference and governance arrangements as directed through the AofA. Adhere to said arrangements. Recruit to ensure duties can be fulfilled effectively.	Ensures governance arrangements are facilitated and engaged with to ensure compliance and high standards of oversight.	Engage effectively with appropriate governance arrangements. Recruit to ensure LGC can fulfil responsibilities.	Support governance arrangements and delivery through active participation and reporting. Ensure governance is equipped with professional advice.	Fulfil roles and responsibilities of an LGC as directed through the terms of reference.
Strategy	Governance enables strategic innovation, focusing on alignment, trust, and long-term purpose.	Strategy is characterized with ambition, is owned collectively and led with moral clarity across Leaders and those within a governance position. It is the role of the Executive to ensure that leaders across the Trust understand their role in shaping and delivering the vision—and take shared responsibility for its success. Strategy is not just implemented; it is owned. Governance enables strategic innovation, focusing on alignment, trust, and long-term purpose.	Leaders in individual academies understand their role in shaping and delivering the vision—and take shared responsibility for its success. In conjunction with the Executive team, they propose the strategy for their academy, aligned with overall Trust ambition.	Leaders within the Central team working across the Trust understand their role in shaping and delivering the vision—and take shared responsibility for its success.	Receive purposeful updates to understand the extent to which an academy is achieving its intentional strategy. Challenge provided to Academy Principal if progress appears slower than anticipated or predicted without appropriate evidence or explanation.

Executive Leadership	The board supports and champions the Executive leadership of the Trust, recognising it as the engine of improvement and the source of trust in the system. The Board level appropriate challenge if progress appears slower than anticipated or predicted without appropriate evidence, explanation or a reasonable plan to address.	Executive leadership models what it means to lead with kindness, courage, and moral purpose. Leaders hold themselves and each other accountable—not just for outcomes, but for the way they lead. They are visible, purpose-led, and committed to growing leadership in others. Strategic alignment is strong, but so too is humanity: trust, clarity, and relationships shape every decision.	Engage with Executive Leadership members to ensure the overarching Trust priorities remain at the heart of all delivery. Communication is open and transparent and always in service of the young people that we serve.	Engage with Executive Leadership members to ensure the overarching Trust priorities remain at the heart of all delivery. Communication is open and transparent and always in service of the young people that we serve.	Engage with Executive Leadership through governance arrangements or outside of such if believed to be appropriate or necessary. The Governance Professional is the key link between all phases of governance.
Accountability	The CEO is accountable for the performance of the Trust. It is up to the CEO to effectively hold leaders across the Trust to account to ensure the Trust's young people receive the finest quality of education and care through its ambitious framework.	Delegations are set across the Executive Team and all are ultimately accountable to the CEO as Accounting Officer. The CEO will set the headline strategy and subsequent performance targets for all leaders.	Principals are accountable for the performance of their Academies: this includes student outcomes and experiences as well as the development of the workforce. Engagement with stakeholders is expected as a fundamental part of operational procedure.	Leaders within the Central team are accountable for delivery of their objectives but also of retaining alignment across their peers. Effective delivery of every component of the Trust priorities is the responsibility of all.	LGCs are instrumental in tracking the progress reported by Principals and both supporting and challenging changes to that targeted trajectory.
Non-executive leadership	Leadership across the Trust is unified by a shared sense of purpose, ambition, and kindness. The CEO sets the tone across all areas of leadership for the professional standards expected.	Leadership is delivered through alignment. The Executive team is responsible for communicating the strategy and aligning behaviours. The Trust actively supports this culture by investing in people and nurturing leadership at every level.	Regardless of role or context, colleagues take responsibility for culture and outcomes—making decisions that centre around children and model professionalism, respect, and integrity. Leadership is not held by the few, but owned by all. System leadership and ongoing leadership development of colleagues is facilitated.	Operational strength is aligned, leadership is not held by the few, but owned by all. The Trust actively supports this culture by investing in people and nurturing leadership at every level. Central colleagues are uniquely responsible for communicating this with their leadership traits and behaviours.	LGCs are instrumental in tracking the progress reported by Principals and both supporting and challenging changes to that targeted trajectory.
Engagement	Trustees set the tone for engagement in behaviours supporting and challenging the executive team.	The Executive Team are responsible for setting the culture where engagement is purposeful, inclusive, and two-way. The Trust communicates with authenticity and clarity.	Principals ensure that they communicate with authenticity and clarity, ensuring that families, staff and communities understand not just what is happening, but why.	Central colleagues are uniquely responsible for communicating across all academies, with all stakeholders and follow the example set in authenticity and transparency.	Stakeholders are invited into the journey—not to observe, but to influence.

