City Learning Trust

Inspiring Outstanding Achievement

Scheme of Delegation

PART OF THE

World-Class Education Framework

City Learning Trust

Inspiring Outstanding Achievement

Scheme of Delegation

Academic Year: 2026 / 27

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

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V1.1	Sept 2025	Interim change	Minor Updates
V1.2	Sept 2025	Accepted changes	Final draft for Board Strategy Meeting 2.9.25
V1.3	July 2026	Accepted changes	Inclusion of foundational assurances and policy connections

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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").**

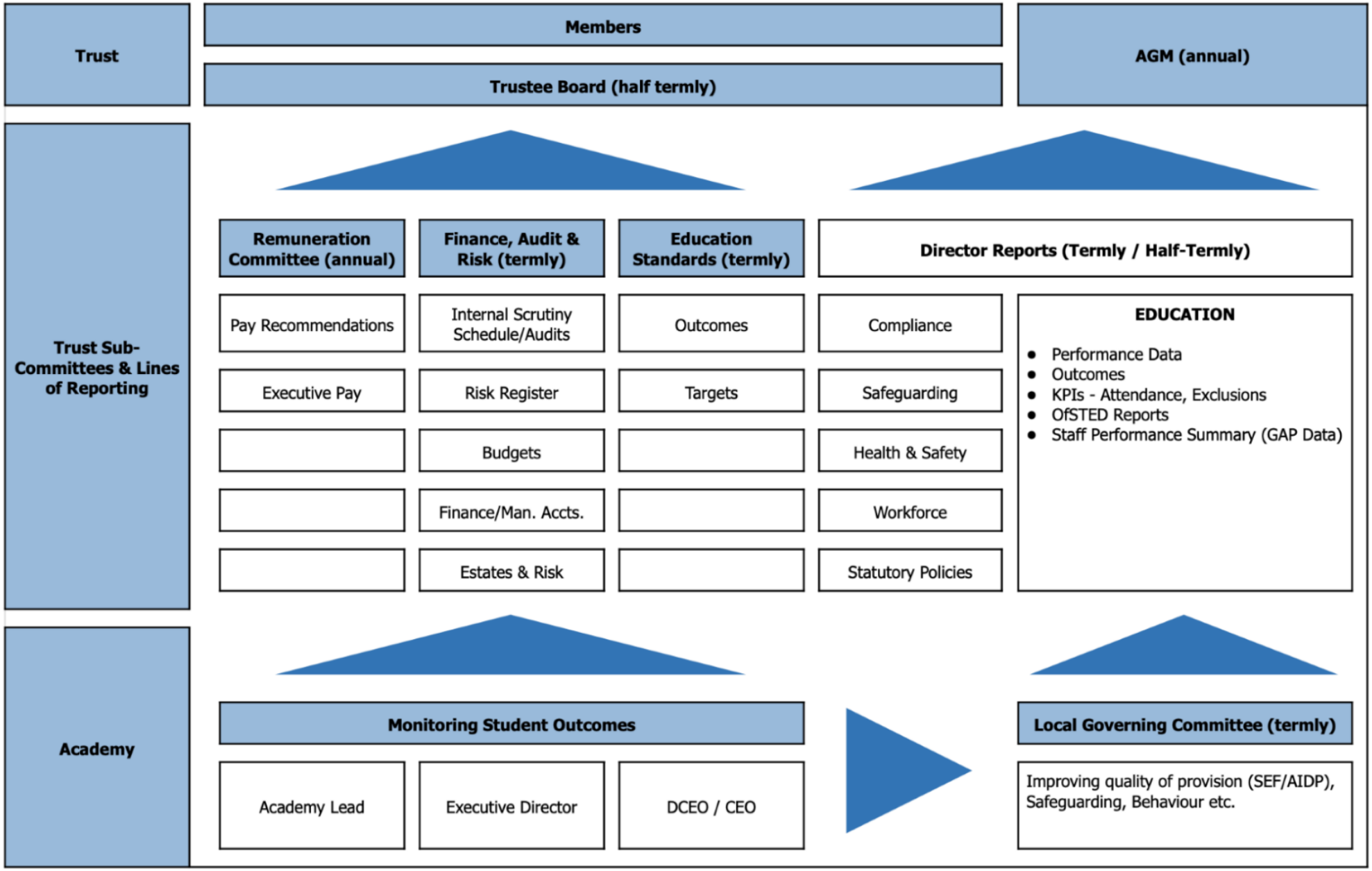
2. Purpose

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 a Local Governing Committee at Academy level (also treated as a Board sub-committee). Each level has designated bodies with their own specific terms of reference.


Trust
Members
Trustee Board (half termly)
AGM (annual)
Trust Sub-Committees & Lines of Reporting
Remuneration Committee (annual)
Finance, Audit & Risk (termly)
Education Standards (termly)
Director Reports (Termly / Half-Termly)
Pay Recommendations
Internal Scrutiny Schedule/Audits
Outcomes
Compliance
Executive Pay
Risk Register
Targets
Safeguarding
Budgets
Health & Safety
Finance/Man. Accts.
Workforce
Estates & Risk
Statutory Policies
EDUCATION
Performance Data
Outcomes
KPIs - Attendance, Exclusions
OfSTED Reports
Staff Performance Summary (GAP Data)
Academy
Monitoring Student Outcomes
Academy Lead
Executive Director
DCEO / CEO
Local Governing Committee (termly)
Improving quality of provision (SEF/AIDP), Safeguarding, Behaviour etc.

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, Central Leadership Group 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 provide assurance regarding financial stewardship, risk and internal control.

5.2 Remuneration

a. To ensure fair, transparent and compliant remuneration arrangements.

5.3 Education Standards

a. To provide strategic scrutiny of educational quality, inclusion and outcomes.

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 at *Expected* or better under Ofsted. Variation may occur in the event of anything less.

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 Director. This group holds responsibility for delivery of compliance as covered by the Academy Trust Handbook (and other relevant documents) as well as for performance of the Trust overall.

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, People, IT, Inclusion, Data, Enrichment, Development, Careers and Estates as well as the Governance Officer. There are no delegated responsibilities provided directly 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 Principals (which covers the role of Principal and extends to Head of Centre) 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 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 which will assess the performance of the academies, 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, Central and Senior Leadership Groups.

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 – also serves as the Chief Financial Officer
iii. Executive Director

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. School Improvement
iii. Workforce
iv. 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 – compliance to statutory guidance, deadlines and standards
   ii. Finance Director - central finance, Finance systems, Procurement, Value for Money, Internal audit
   iii. Inclusion Director - including Data Protection as well as Safeguarding, SEND, behaviour, admissions and inclusive practice
   iv. People Director – workforce & talent
   v. Development Director – implementation and monitoring of the World Class Education Framework, operational excellence and efficiency in the connection of all processes
   vi. IT Director - delivery, information and cyber security, technology infrastructure, information management, data and school MIS
   vii. Enrichment – oversight of enrichment practice and delivery of the Character and Arts Foundation
   viii. Careers – compliance of all statutory obligations for information and guidance
   ix. Estates Director – compliance with all estates management requirements and project planning and delivery
   x. Data Director – oversight of all performance indicators and curriculum delivery

c. Key areas of responsibility include:

   i. High Quality Inclusive Education
   ii. School 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. The areas delegated to the LGC are identified in section 8.8.e below.

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. The LGC can support an Academy Lead's request for additional funding to the Chief Financial Officer.

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 Suspensions and Permanent 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
A.1 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.
A.2 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.	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.
A.3 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.
A.4 Inclusive pastoral support	Oversight of via Trust Board KPI monitoring to ensure high attendance rates and low	Student outcomes and experience Trust priority expects	Needs of all learners are met with graduated response to ensure best outcomes.	Support delivery with prioritised resource allocation, advice and	Triangulate student experience with Academy Lead feedback and parent voice.

	suspensions – the consistent expectation across the Trust.	fully inclusive practice across all phases of CLT.		guidance to Academy Leads. Signpost further support.	Approve Inclusion Statement.
A.5 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. Publish appropriate reporting to deadline.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support. Quality assure appropriate reporting.	Triangulate student experience with Academy Lead feedback and parent voice. Approve relevant reporting cycles.
A.6.i 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 expected 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 over 15 days in a term 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.
A.6.ii 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 (Working Together to Improve School Attendance) Admissions arrangements must remain compliant and consultation delivered to timescale for any amendments.	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads. Signpost further support. Support in the delivery of timely public consultation over admissions arrangements.	Monitor data and trends. Triangulate student experience with Academy Lead feedback and parent voice. Admissions - running public consultations if changes are proposed to the admissions criteria (which must happen at least every 7 years)
A.7 Destinations	Oversight of demographics and group progress data through Education Standards sub-committee. Annual report received.	Retain oversight of data and report. Build connections and relationships with providers to	CEIAG is personalised and proactive, ensuring all students, especially those from disadvantaged or SEND backgrounds, confidently	Support delivery with prioritised resource allocation, advice and guidance to Academy Leads and students. Signpost further support.	Monitor data and trends and understand the curricular offer to prepare pupils for next steps.

		open up unique opportunities for current and future pupils.	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. Curriculum, including Gatsby benchmarks published on website. Destinations data tracked and published on academy website.	Track and record school leavers until age 19.	
A.8 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.

School Improvement

We do not measure school improvement by Ofsted judgements; we measure it by the priorities and goals we set for ourselves. School improvement is an ongoing commitment to excellence, equity, and impact within and beyond our Trust. It is our moral responsibility to ensure that every school, whatever its context, can develop in ways that meet the needs of its learners.

Our approach is ambitious, principled, and grounded in integrity. We work with schools in a range of contexts, focusing on building capacity, developing strong practice, and creating communities where belonging, resilience, and innovation can thrive.

We value continual learning and open reflection; challenge is constructive, support is responsive, and improvement is developed collaboratively by those closest to the work. We do not work in isolation; our responsibility extends beyond our own schools. We share knowledge, learn from others, and contribute to the wider education system. Our aim is collective improvement that benefits all children.

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
B.1 School 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.	Identify the academy strengths and areas for improvement. Develop the SEF and AIDP. Monitor and report progress across AIDP. Engage with QA process and standardised testing.	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. Challenge Academy Lead if underperformance is evident. Escalate concerns to the Executive Leadership Group if concerns are not responded to.
B.2 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 school improvement strategies based on data analysis of impact.	Monitor the progress of the AIDP. Challenge Academy Lead if underperformance is evident. Escalate issues to the Executive Leadership Group if concerns are not responded to.
B.3 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 at the heart of our Trust community. This pillar promotes a culture in which the health, happiness, and wellbeing of pupils, staff, and the wider community are prioritised and actively supported. Through clear, aligned policies, effective practices, and positive working environments, we aim to build a resilient and fulfilled education community that values everyone's contribution, whether they work directly with children or in supporting roles.

By recognising the importance of each individual's role in shaping children's lives and the learning environment, we create the conditions for all staff to develop professionally and personally. In doing so, we ensure that every child benefits from adults who are able to give their best 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
C.1 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. Data received under Remuneration sub-committee.	Engagement with all staff to monitor staff workload and impact. Application of framework to maximise operational efficiency and effectiveness. Retain oversight of workforce trends.	Determine the length of the week, arrangements for working hours to meet need and directed time allocation. Receive data on workforce for specific intervention.	Support academy practice and deliver appropriate resource and training to support workload practice, preventing repetition and promoting efficiency. Monitor staff attendance patterns.	Oversight of staff workload, monitoring practice and data trends.
C.2 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 current workforce. Monitor retention and recruitment patterns across the workforce.	Oversight of staffing numbers and turnover. Challenge to Principal if increasing numbers align with falling performance.

C.3 Working Environment	Management of risk through FAR sub-committee. Health and Safety policy and risk register remain under scrutiny. Oversight of key behaviour indicators.	Act as Competent Person. 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. Monitor trends within academy for student behaviour and the impact upon the working environment.	Ensure appropriate action is taken / follow up to mitigate identified and emerging risks on site and off site as appropriate. Act as the Responsible person for H&S. Report any serious H&S concerns to ELG. Ensure that buildings are maintained in a safe condition. Maintain high standards of student behaviour.	Compliance of policy on sites. BCPs remain updated and operational. Focus on areas of H&S, risk, medical needs (including allergies), educational visits, etc. Ensure that buildings are maintained in a safe condition and that all statutory obligations for maintenance and inspection are met within the timeframes. Tracking trends, offering additional challenge and support to Academy leads.	Acknowledge any key H&S priorities identified. Receive reports on behaviour trends and patterns.
C.4 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 by registering and supporting The Golden Thread. All new teachers are working towards QTS or have QTS on employment.	Provide staff development opportunities to inspire and engage the current workforce. Monitor and report to SLG and ELG on M1-M4 attrition rates.	Receives T&L headline data as assurance for the quality of education delivery.
C.5 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 opportunities and encourage external professional networks where appropriate and relevant. Facilitate staff growth through engagement with the workforce under Performance Management practice.	Provide staff development opportunities to inspire and engage and inspire current workforce.	Engaging with the relevant continuing professional development to understand their own role and impact.

C.6 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.
C.7 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.
C.8 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 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 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.
C.9 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 have the opportunity to be heard to influence decisions at all levels.	Leadership teams across academies demonstrate open engagement and two-way communication to ensure that staff within their team are heard. Staff feedback influences academy priorities or decisions.	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

Effective Finance and Operations practice ensures that every financial decision, resource allocation, and operational process directly supports pupil success and staff development. Our approach is grounded in transparency, efficiency, and accountability, with resources managed to achieve the greatest possible impact on learning and wellbeing. Clear and consistent communication with stakeholders builds trust and shared ownership of the financial and operational principles that sustain excellence across the Trust.

This pillar integrates all key operational areas: safeguarding, estates management, health and safety, IT systems, business continuity, and data protection as examples. Each area is planned and delivered within a coherent framework that ensures alignment, compliance, and effective risk management. Strong connections between these functions create the conditions for safe, efficient, and purposeful schools.

The Finance and Operations pillar is about building a seamless, intelligent infrastructure where funding, staffing, systems, and physical environments are well aligned and thoughtfully executed so that every decision contributes to improving outcomes for children, precisely when and how they need it. Operational excellence ensures that all resources are used effectively and intelligently to enable high-quality education.

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
D.1 Financial strategy	Approves strategy and annual funding allocation statement 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. Prepare financial strategy and annual funding statement for approval and publish once approved.	Can support Academy Lead in request for additional budget share.
D.2 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	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.

		learning environments are evaluated for maximum impact.			
D.3 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.
D.4 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.
D.5 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. Review going concern assessment and monitor any required actions.	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	Ensure full system compliance, adequate training and allocation to prevent any breach of practice.	Ensure full system compliance, contracts register is maintained, adequate training and allocation to prevent any breach of practice. Prepare assessment of going concern and action plan as required.	Receive reports of any heightened risk to the academy based on collation of data.

		support innovation and efficiency. Approve procurement dispensations within delegated limits and reporting to the board.			
Specific: Financial delegation and authorisation limits					
Item	**Board**	**CEO**	**CFO**	**Finance Director**	**Academy Lead**
Expenditure approval, contract award, capital expenditure	Unlimited	Up to £125,000	Up to £75,000	Up to £20,000	Primary – Up to £10,000 Secondary – Up to £15,000
Procurement dispensation	Unlimited Any procurement above £10,000 reported.	Up to £125,000	Up to £75,000	Recommend only	Request
Budget approval	Approve	Recommend only	Recommend only	Recommend only	No
GAG Reserve	Unlimited	Up to 25% of total GAG reserve amount within the year	Up to 15% of total GAG reserve amount within the year	Recommend only	Request additional funds outside of budget allocation
Capital Reserve	Unlimited	Up to 25% of total capital reserve amount within the year	Up to 15% of total capital reserve amount within the year	Recommend only	Request additional funds outside of budget allocation
GAG Pooling arrangements	Amendments reported to the Board Hear appeal of CEO decision	Approve / disapprove appeal.	Hear appeal of funds and present case to CEO	Provide professional advice CFO / CEO on financial implications	Present costed plan to CFO to appeal budget allocation from GAG pooling. Request supported by LGC Chair.

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
E.1 Governance of the Trust	Approve governance arrangements and Terms of Reference in accordance with the Articles of Association. Ensure governance capacity is maintained.	Facilitate governance arrangements through effective engagement, reporting and compliance.	Engage with governance arrangements and maintain the capacity of the Local Governing Committee to fulfil its responsibilities. Engage effectively with appropriate governance arrangements. Support recruitment where possible by identifying individuals with relevant skills and experience.	Support governance through professional advice, reporting and active participation.	Fulfil delegated responsibilities in accordance with the Terms of Reference. Fulfil roles and responsibilities of an LGC as directed through the terms of reference. Promote governance opportunities in the wider community.
E.2 Strategy	Approve the Trust strategy and support and challenge delivery against strategic priorities.	Develop, communicate and deliver the Trust strategy. Ensure leaders understand and contribute to its delivery.	Develop and deliver academy strategy that contributes to the Trust's strategic direction.	Develop and deliver functional strategy that contributes to the Trust's strategic direction.	Support and challenge the delivery of academy strategy in contributing to the Trust's strategic direction.
E.3 Executive Leadership	Approve key executive appointments. Support, challenge and appraise the CEO. Ensure executive leadership has the capacity to fulfil its responsibilities.	Lead the Trust and Executive Leadership Group. Develop leadership capacity and ensure delegated responsibilities are fulfilled.	Engage with Executive leaders. Lead their academy or area of responsibility. Develop leadership capacity and fulfil delegated responsibilities.	Engage with Executive Leaders. Lead their function. Develop professional capacity and fulfil delegated responsibilities.	Support and challenge academy leadership. Provide assurance on the effectiveness of leadership through delegated governance.
E.4 Accountability	Receive assurance that effective accountability arrangements are in place. Receive assurance on performance, compliance and	Establish and maintain effective systems of accountability, performance, compliance and risk. Report to the Board.	Implement accountability arrangements within the academy. Monitor performance, compliance and	Develop and maintain Trust-wide systems, frameworks and reporting to support accountability and assurance.	Receive assurance that effective accountability arrangements are in place. Receive assurance on performance, compliance and

	risk. Support and challenge executive leaders.		risk, and report through Trust arrangements.		risk. Support and challenge executive leaders.
E.5 Non-executive leadership	Support and challenge executive leadership. Approve executive appointments and remuneration.	Lead the development of leadership capacity and succession across the Trust.	Lead the development of leadership capacity within their academy or area of responsibility.	Lead the development of professional capacity within their function and provide opportunities for collaboration across the Trust.	Support and challenge academy leadership. Contribute to leadership development through governance, advice and constructive challenge.
E.6 Engagement	Ensure meaningful engagement with key stakeholders informs governance and strategic decision-making.	Lead engagement with stakeholders, fostering strong partnerships across the Trust and beyond.	Lead engagement with pupils, staff, families and the wider community to inform academy development.	Provide professional support, communication and engagement that strengthens partnerships and informed decision-making.	Engage with pupils, staff, families and the local community where possible and relevant to provide support, challenge and assurance through governance.

Foundational Risks

Health and Safety and Safeguarding provide the essential assurance on which every other aspect of the framework depends. Unlike other areas of the framework, these standards are not graded beyond Effective, reflecting the Trust's expectation that effective systems are consistently implemented and maintained across every academy and service to safeguard children, staff and visitors.

Health & Safety

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
F.1 Governance and Leadership	Receives assurance through the Finance, Audit & Risk Committee that statutory duties are met. Approves the Health & Safety Policy, risk appetite and receives annual assurance reports on compliance, significant incidents and strategic risks.	Establishes a positive health and safety culture across the Trust. Ensures suitable governance arrangements, competent advice and sufficient resources are in place to discharge statutory duties.	Responsible for implementation of Trust policy within the academy. Promotes a positive safety culture and ensures leadership visibility, monitoring and accountability.	Develops Trust policy, provides competent advice, monitors compliance, undertakes audits, reports themes and supports continuous improvement across the Trust.	Receives assurance that statutory duties are being fulfilled locally. Named Health & Safety Governor to reviews academy health and safety reports, visits premises where appropriate.
F.2 Risk Assessment and Safe Systems	Receives assurance that suitable and sufficient risk assessment arrangements exist and are effective	Ensures robust Trust-wide systems for risk assessment and safe systems of work are implemented.	Ensures suitable and sufficient risk assessments are completed, reviewed and implemented for all academy activities (including trips and visits).	Produces Trust guidance, audits quality, supports academies and monitors compliance. Facilitates the annual fire risk assessment and H&S audits.	Receives assurance that significant operational risks are identified and managed.
F.3 Training & Competence	Receives annual assurance regarding mandatory training compliance.	Act as the competent person and mandatory training programmes are delivered.	Ensures staff receive appropriate induction, refresher and role-specific training.	Maintains training programmes and the CLT training matrix, records compliance, delivers specialist training and monitors competence.	Receives assurance that training compliance remains high.
F.4 Premises & Equipment	Receives assurance that statutory inspections and estate compliance are maintained.	Oversees strategic estate compliance and investment.	Ensures premises remain safe, statutory inspections completed and defects reported promptly. Named person(s) in each academy responsible for Health and Safety.	Manages statutory compliance programme including fire, legionella, asbestos, electrical safety, gas, lifting equipment, water hygiene and contractor management. Manages statutory returns to the DfE.	Receives updates regarding significant estate risks affecting the academy.

F.5 Accident & Near Miss Management	Reviews trends through FAR Committee and seeks assurance that lessons are learned.	Monitors Trust-wide incident trends and ensures corrective actions are implemented.	Ensures accidents are investigated, reported appropriately to the ED and ED responsible for Estates and H&S, and lessons implemented.	Analyses Trust-wide data, manages reporting systems, supports investigations and shares learning. Manages RIDDOR reporting and accident investigation oversight.	Reviews significant incidents affecting the academy and seeks assurance regarding improvements, this includes first aid incidents.
F.6 Emergency Preparedness	Receives assurance that Business Continuity and Emergency Plans remain effective.	Ensures Trust resilience, crisis management arrangements and emergency planning are maintained	Maintains academy Business Continuity Plans, emergency procedures and testing arrangements (fire drills, lockdown and invacuation).	Coordinates Trust-wide emergency planning, testing, guidance and support.	Receives assurance that emergency arrangements are current and understood.
F.7 Specific Risk Areas	Receives assurance regarding compliance in high-risk areas.	Ensures strategic oversight of specialist risk areas.	Manages local compliance relating to educational visits, lone working, COSHH, DSE, contractors, violence, medical needs, asbestos awareness and other academy-specific risks.	Provides specialist advice, policy, audits and monitoring for all specific risk areas.	Receives assurance on significant local risks and mitigation.

Safeguarding

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
G.1 Leadership & Governance	Approves safeguarding policy. Receives annual safeguarding assurance report and challenges safeguarding performance. Ensures safeguarding remains a strategic priority.	Ensures effective safeguarding arrangements operate consistently across every academy. Provides strategic leadership and assurance.	Ensures academy safeguarding arrangements fully comply with KCSIE, Working Together and Trust policy. This is inclusive of a compliant single central record, safer recruitment practice and management of allegations.	Adhere to established Trust safeguarding practice. Develops policy, audits compliance, supports DSLs, delivers training, quality assures safeguarding practice and reports themes to ELG.	Named safeguarding governor undertakes safeguarding monitoring visits, reviews records and provides assurance to the LGC.
G.2 Culture & Training	Receive annual report. Audit provision. Chair of the Board acts as I.O in the case of an allegation against a member of ELG / the CEO.	Establishes safeguarding as everyone's responsibility across the Trust. Acts as I.O in cases of allegations against a Principal.	Creates and maintains a vigilant safeguarding culture where concerns are acted upon immediately.	Uphold and promote safeguarding culture. Provide and undertake appropriate training. Manage and audit training records including delivers safer recruitment training, level one safeguarding every three years.	Seeks assurance through visits, staff discussions and pupil, parent and carer voice.
G.3 Identification, Recording & Response	Receives assurance that safeguarding systems operate effectively.	Monitors safeguarding effectiveness across the Trust	Ensures concerns are identified, recorded, shared and acted upon immediately in accordance with statutory guidance (KCSIE 2026 and WTSC, WTISA).	Audits safeguarding records, supports complex safeguarding cases and monitors trends across the Trust. Manages S175 audit process annually.	Receives assurance regarding effectiveness of safeguarding systems.
G.4 Safer Workforce	Receives annual assurance regarding safer recruitment and allegations management through the annual safeguarding assurance report.	Ensures safer recruitment arrangements operate consistently across the Trust.	Maintains compliant Single Central Record, safer recruitment practices and appropriate management of allegations.	Provide and undertake appropriate training. Delivers safer recruitment training, level one safeguarding every three years, audits SCR compliance and advises on allegations management.	Receives assurance through safeguarding reports and monitoring visits.
G.5 Vulnerable Pupils & Inclusion	Reviews assurance regarding attendance, exclusions, SEND, children in care, alternative provision and safeguarding outcomes.	Ensures vulnerable children remain visible and receive appropriate support.	Ensures graduated safeguarding responses meet the needs of vulnerable pupils and statutory duties are fulfilled.	Provides strategic support regarding attendance, SEND, safeguarding, behaviour, children missing education, alternative provision and contextual safeguarding,	Reviews safeguarding themes relating to vulnerable pupils and seeks assurance regarding provision.

				including developments to the SEND White Paper.	
G.6 Online Safety	Receives annual assurance regarding online safety and filtering/monitoring standards.	Ensures Trust compliance with KCSIE filtering and monitoring expectations.	Implements effective online safety curriculum, filtering, monitoring and day-to-day incident management.	Oversees Trust cyber security, filtering, monitoring systems and online safety compliance, including an online safety curriculum. Oversees annual statutory review of filtering and monitoring standards and cyber-security standards.	Receives assurance through safeguarding reports and pupil voice.
G.7 Prevent & Safeguarding	Receives annual Prevent assurance report.	Ensures Trust compliance with the Prevent Duty and wider safeguarding legislation.	Ensures appropriate referrals, staff awareness, curriculum delivery and risk assessment.	Coordinates Prevent training, risk assessments, audits and external partnerships.	Receives assurance that Prevent arrangements remain effective within the academy.