Multi Academy Trust Leadership Development: Chief Executive Officer Content Framework

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Acknowledgements

The Chief Executive Officer content framework was developed on the advice of the following members of an Expert Advisory Group[1] :

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The framework structure and domains have been informed by the evidence from the Confederation of School Trusts, including their paper on 'The Core Responsibilities of a School Trust Chief Executive Officer'. The 'Quality of Education' content of the framework and its underpinning evidence have been independently assessed and endorsed by the Education Endowment Foundation (EEF).

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[1] The group was established in July 2022. Tracey Cleverly was a previous member of the group.

Contents

Summary

About this guidance

This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours required to lead larger Multi Academy Trusts (MATs) as a Chief Executive Officer (CEO). The framework will form the basis of a professional development programme that will equip leaders with those capabilities.

Who is this guidance for?

This guidance is for:

- Organisations designing and delivering CEO development offers, including on behalf of the DfE.
- Serving and aspiring CEOs participating in development, especially where they are seeking to lead larger trusts.
- Chairs of academy trustees in the assessment of potential CEO candidates, when supporting CEO development discussions, and in their own development.

Executive Summary

Schools White Paper ambition

The best MATs make a real difference to the life chances of the children they educate. To harness the benefits of a strong, supportive family of schools, we need outstanding leaders across the system with capacity to drive change. For that reason, the [Schools White Paper](#) committed to creating a new MAT CEO development programme to boost the pipeline of trust leaders.

The Schools White Paper also established five pillars of a quality trust: High-Quality and Inclusive Education; School Improvement; Workforce; Strategic Governance; and Financial Management. The Academies Regulation and Commissioning Review has reinforced that these are the right things to focus on, and that the work of trusts should be channelled towards a wider civic purpose of advancing education in their communities. In April we will set out our proposals for expanded descriptions of the pillars.

The content of this framework is aligned to the trust quality pillars. The pillars have been adapted in this document to address the knowledge, skills and behaviours individual CEOs require to deliver trust quality through effective leadership.

The development programme will be aimed at individuals currently leading small groups of schools as CEOs or executive headteachers looking to lead a large trust effectively. This is consistent with the recent pattern of trust growth and the consolidation of smaller trusts. It builds on the golden thread of professional development and the success of the suite of National Professional Qualifications, including the National Professional Qualification for Executive Leadership.

Role of the CEO

The framework articulates the specific role of CEOs, recognising that they have functions to perform on which the success of the trust is built. While the trust serves a role in the wider community – working for, and with, pupils, parents, other trusts, and system actors - CEOs are responsible and accountable across the organisation for implementing strategy, leading growth, and representing the trust. The best CEOs work through others to ensure that every pupil receives an excellent education.

Approach to devising the domain knowledge in the framework

Leading a large group of schools is complicated and the scale of operations becomes more challenging as the trust grows. A CEO will be responsible as the Accounting Officer for several schools, often located on different sites and sometimes across multiple

geographical boundaries. This framework seeks to codify the knowledge, skills, and behaviours across six domains for strong trust leadership:

- Leadership and Organisational Development, setting out how a CEO can create a cohesive organisational culture focused on providing a structure through which staff and pupils can thrive.
- Quality of Education, explaining the fundamental role a CEO has in providing the strongest possible education for children in their schools.
- Strategic Governance, showing how the best CEOs work within robust governance structures and are ably supported by their boards.
- Finance and Operations, providing an overview of the financial management and operational systems CEOs need to employ to ensure the sustainability of the education they deliver and the growth of the MAT.
- Workforce and Talent Development, underpinning the ways in which CEOs interact with their staff offering opportunities for professional development across their MATs.
- Public Benefit and Civic Duty, detailing the role CEOs play in prioritising the legal and moral imperative of MATs as education charities.

To quality assure the framework, specific sections have also been reviewed by internal stakeholders and external sector bodies. This was notably for: safeguarding, alignment with the special educational needs and disabilities (SEND) and alternative provision reform proposals, faith-based MATs and unions, governance, and school business professionals.

Cross-cutting themes in the framework

There are elements of the framework that are interdependent - for example, the CEO's role in safeguarding alongside their role improving provision for children and young people with SEND, and those who require alternative provision. Below, we have set out a roadmap for reading the framework, to ensure a clear understanding of the way each element affects and is affected by other elements.

Children and young people with SEND

The Schools White Paper set out our commitment to deliver high-quality and inclusive education - further detail is announced in the Academies Regulation and Commissioning Review. Furthermore, the SEND Green Paper sets out the commitment for a new national SEND and Alternative Provision Leadership Framework for system leaders, including CEOs, to secure provision that meets the needs of all children and young people including the right resources and training. CEOs have a key role to play in showcasing best practice in supporting pupils with SEND. **The Quality of Education** domain sets out the CEO's role in delivering high-quality education across their schools, including for disadvantaged children and those with SEND. This includes ensuring that

trusts fulfil their statutory duties and help all pupils to thrive, with access to support in the right place at the right time. CEOs must also have due regard to statutory guidance in the SEND Code of Practice.

The statutory duties a trust must follow include, but are not limited to, the following for mainstream schools: using their 'best endeavours' to meet the needs of pupils with SEN; admitting a pupil if an academy in the trust is named on the Education, Health, and Care Plan; publishing a SEN Information Report; and preparing an accessibility plan which they must then keep under review. In practice, this means that to meet the needs of pupils with SEND, the CEO should ensure trusts have effective leadership teams, strong teaching, and support mechanisms. For example, the CEO must ensure appropriate admission procedures are in place and evidence-based curriculum design and implementation facilitate quality teaching within a calm and safe environment. The CEO must also ensure the trust takes a full and active role in the local area SEND system and Fair Access Protocol.

The CEO has a key role in ensuring that their schools perform relevant duties under the Children and Families Act 2014 and the Equality Act 2010, as set out in our advice to Schools on the Equality Act. For disabled pupils, this includes duties regarding discrimination, reasonable adjustments, accessibility planning, and the Public Sector Equality Duty.

Many trusts include special schools as well as running and/or using alternative provision. In the **Public Benefit and Civic Duty** domain, we explore more around the essential role that CEOs play in stewarding their trusts to work closely with civic partners and local authorities (LAs) in managing such provision. LAs have the overarching statutory responsibilities for SEND and alternative provision in their areas. LAs are responsible for placing all pupils in special schools, funding them through their high-needs budgets, and make many placements in alternative provision. Any decisions about the development of specialist provision must therefore be made in collaboration with the relevant commissioning LA(s), to ensure plans meet current and anticipated needs and will be financially viable.

In addition to supporting lawful practice, CEOs can also support their trust to achieve economies of scale by sharing resources, access to specialists, knowledge, and expertise on SEND and alternative provision. The **Workforce and Talent Development** domain explores the role of the CEO in deploying the right staff, including the Special Educational Needs Co-ordinator (SENCO).

Safeguarding

CEOs have a key role to play in supporting academy trustees to fulfil their safeguarding responsibilities as set out in the Education (Independent School Standards) Regulations 2014 (the regulations).

The regulations detail the statutory policies a trust must have in place and implement effectively. The regulations also require trusts to have regard to statutory guidance issued by the Secretary of State (SoS), including [keeping children safe in education (KCSIE)](#) and [working together to safeguard children](#) (WT). Other related guidance and advice documents can be found through these links:

- [Safeguarding children](#)
- [Behaviour and attendance](#)
- [Health and safety](#)

This framework does not attempt to restate the statutory requirements for trusts, but readers will be able to identify safeguarding as a recurrent theme throughout different strands as it is an area of focus for high-performing CEOs.

CEOs should work with academy trustees and individual school leaders to ensure that a safe, inclusive environment is provided across the trust for staff as well as children. The **Finance and Operations** domain sets out how that environment can be maintained by risk management processes and effective back-office support.

All staff must prioritise the safety of children within their care and the **Leadership and Organisational Development** strand sets out the way a CEO can work through communication and knowledge-sharing to create a culture where that is the case.

CEOs also have a key role in ensuring all workers employed by the trust, regardless of location, can access appropriate safeguarding and child protection training. Staff must understand their roles through clear, policies, procedures, and designation. The **Workforce and Talent Development** strand provides an overview of the staff roles embedded in trusts to best prevent and respond to safeguarding concerns. It also emphasises the role that CEOs should place on providing professional development for their staff in the safeguarding space.

The **Quality of Education** domain, and in particular the elements on behaviour, demonstrate the importance of safeguarding as it relates to schools' core business, educating their pupils.

Finally, the **Public Benefit and Civic Duty** strand considers what goes on beyond the trust, and the way in which engagement with other organisations and service providers creates a broader safer environment.

Evidence-base for trust leadership

We have used the best available evidence to construct the content framework, though we acknowledge the limited quantitative evidence that exists at the leadership level in relation to the running of large trusts. The evidence-base has been gathered by integrating expertise with empirical research.

Our evidence from the Expert Advisory Group, made up of experienced sector professionals and serving MAT CEOs, has been supplemented by engagement with other sector experts. On the 'knowledge that' statements, we have also supported views with a mixture of established research on education, case studies of positive exemplars, and generalisable evidence from other sectors where possible.

The framework draws from a range of sources and where appropriate the evidence overlaps with that included in content frameworks for the existing suite of National Professional Qualifications. The framework will be kept under review as the evidence-base for trust leadership evolves.

Navigating the document

Statement referencing

The 'knowledge that' statements are referenced numerically. Each 'knowledge that' statement will map across to multiple 'knowledge how to' statements showing how principles can be applied in practice. As such, we have denoted the latter alphabetically to draw the distinction.

Terminology

For the purposes of this framework, we have used the terminology set out in the Academy Trust Handbook. The terms 'trust' and 'MAT' refer to the academy trust which is the operator of the schools and the terms 'trustees' and 'board' refer to the academy trustees and the academy trust board.

Terminology can vary depending on the context. In some trusts, those on the academy trust board are known as 'directors' instead. Notably, in academy trusts with a religious character, the term 'trust' refers to the body which owns the land and premises occupied by the school. The term 'trustees' refers to the charity trustees who form the trust body and are required to ensure that the assets of the trust are used in accordance with its objects.

It is important that academy trust leaders understand and are able to use the appropriate terminology for their context, and that they are able to identify and appreciate the differences in the terminology that exist across the sector.

Implementation

To translate this content framework into a deliverable programme, any provider will need to decide how to structure the curriculum. This document does not pre-empt questions about how, for example, different elements should be sequenced. The provider will also need to tailor the curriculum to the needs of participants as appropriate to the context of

each leader's trust. Implementation is likely to include a mix of taught content and practical experience.

CEO Content Framework

A programme for trust leaders who are, or are aspiring to be, a Chief Executive Officer with responsibility for leading a large group of schools. They may hold overall responsibilities for the development or execution of duties carried out by specific trust staff in the executive leadership.

A – Leadership and Organisational Development

Knowledge that…	Knowledge how to…
Strategy A.1 Trust strategy should be driven by a theory of change and supported by a methodology that together explain how a set of interventions lead to educational improvement.	**A.a Ensure that the trust's strategy and key activities are informed by a coherent theory of change by:** • Orchestrating a process to develop a theory of change that can be implemented at scale. • Providing clarity on what change methodology is required for the key activities selected and the sequencing of activities. • Considering how key activities are recorded in and implemented through the strategic plan. • Ensuring theory of change and associated priorities are communicated repeatedly with a clear, compelling, and differentiated vision that informs the trust strategy and can be used to mobilise a broad group of internal and external stakeholders. • Agreeing the educational outcomes that indicate interventions are leading to improvements and that the CEO is building a healthy organisation. • Identifying and scaling expertise to deliver on the trust's strategic plan and key activities. • Building structures at scale by creating and nurturing networks to facilitate collaboration.

Knowledge that…	Knowledge how to…
A.2 Overall trust strategy must be anchored in its context and translated into outcomes and resource allocation.	**A.b Ensure that the strategy is relevant for all schools in the trust and meets them where they are by:** • Understanding the context in which the trust's schools operate and respecting their different characteristics. • Developing a robust, data- and evidence-informed view of schools' relative strengths, weaknesses, and individual contexts. • Differentiating support for schools recognising different levels of development and/or performance. • Creating structures that enable the trust to identify expertise, capacity, and match these to the needs of the schools. • Setting a positive and inclusive culture that seeks the best outcomes for all pupils.

Knowledge that…	Knowledge how to…
A.3 The trust's vision must be translated into its mission, purpose, and values that inspire staff, children, and other stakeholders.	**A.c Develop a compelling vision and mission for the organisation that drives performance by:** • Translating the vision into behaviours and expectations which can be understood by all. • Continually reinforcing the vision and mission so that it informs priorities and drives culture. • Reviewing regularly to ensure the vision and mission remain fit for purpose as the operational context evolves.

Knowledge that…	Knowledge how to…
A.4 Developing a long-term (over five-years) plan will support strategic decision-making in the short and medium term. A.5 Strategic initiatives are interventions that will deliver the two-to-three-year strategy underpinning the plan, when delivered together.	**A.d Articulate a clear sense of the different horizons that the trust needs to plan. Hold a future oriented mindset and clear sense of the long-term plan, which informs action now by:** • Conceptualising the strategy to enable steps to be taken towards the goal. • Taking a medium and long-term view of strategic objectives and multi-year view of future initiatives. • Undertaking active portfolio management, ensuring that the portfolio is balanced between immediate and future initiatives. Allocate resource accordingly to achieve these objectives. • Planning strategically for mergers and acquisitions. Be mindful of how this informs the shape of the organisation or compromises the level of resources to build capacity ahead of growth.

Knowledge that…	Knowledge how to…
A.6 Strategic planning processes that link the overall strategy to finances and performance management should be embedded.	**A.e Structure a clear, strategic planning cycle for the organisation which incorporates:** • Strategy process management, discipline, and use of project management offices. These should include regular and predictable checkpoints, linked to the overall strategy, informing both the budget and resource allocation. The process should translate into a set of actions and initiatives with named owners with clear lines of accountability. • A process to feed into financial planning, budgeting, and Key Performance Indicators (KPIs). • Cascading a coherent message across the trust, aligning with the trust operating model.

Knowledge that…	Knowledge how to…
	• Staying aware of the changing external environment and its impact on scenario planning. • Different models depending on how the trust is set up, e.g., differing levels of consultation and specificity. • The plan, executing the plan, and reviewing the plan. The strategic planning process incorporates feedback and is designed with a level of flexibility to respond to implementation needs and challenges. • Translation into operational plans, which structure delivery for different schools and teams with coherence, without being prescriptive.

Knowledge that…	Knowledge how to…
Organisation A.7 The trust operating model must consider the overall size, shape, and structure of the trust, including what is shared or separate across its schools.	**A.f Design and implement an effective operating model for the organisation which can adapt for growth over time, ensuring that:** • It has clear design principles. • Leadership layers and line management structures have been designed to scale with growth. • The role of the centre is well understood. • The location of decision-making is clear. • Shared services are structured for effectiveness and efficiency. • All the above is set out in a scheme of delegation.

Knowledge that…	Knowledge how to…
A.8 The trust's culture must embody the behaviours, underlying mindsets, and beliefs that shape how staff, students, and other stakeholders work together.	**A.g Build a strong organisational culture, which supports overall health and performance by:** • Clearly linking to the trust's overarching vision and mission. • Articulating shared mindsets and behaviours. • Engaging all stakeholders effectively. • Creating mechanisms for regular feedback across the organisation. • Actively demonstrating commitment to safeguard the wellbeing and health and safety of pupils and staff, ensuring all schools across the organisation are safe spaces to learn and succeed in. • Ensuring that the staff code of conduct sets out clear expectations that are understood by all and that it is implemented effectively.

Knowledge that…	Knowledge how to…
A.9 The talent strategy is the approach to identifying, retaining, and developing talent required to deliver on the trust's vision and strategy.	**A.h Build a compelling talent strategy which:** • Sets out the essential knowledge, skills, experiences, and behaviours for individuals throughout their career. • Includes clear systems to identify, retain and develop talent. • Prioritises investment in professional development for all employees. • Incorporates imaginative recognition and retention systems. • Creates sustainable career pathways.

Knowledge that…	Knowledge how to…
Senior leadership team A.10 The senior leadership team must reflect the size, composition, roles, and structures within the trust, and represent value for money. A.11 The informal processes, interactions, and team norms shape the trust senior leadership team's culture and effectiveness, so CEOs should attend to and shape this intentionally.	**A.i Build a cohesive, lean, and high-performing senior leadership team which:** • Has a well-defined shape and structure, which is linked to the operating model. • Has clearly defined roles and responsibilities. • Has the right level of skill and experience to deliver. • Harnesses many complementary talents and experiences. • Shows awareness of learning from management theory, drawing on expertise in areas such as implementation, change management and culture change where relevant. • Operates to well-defined management processes and supports effective governance at all levels. **A.j Establish a high-performance culture across the leadership team by:** • Understanding the conditions, habits, and expectations that underpin high-performance. • Knowing how to flex approaches to manage individuals effectively. • Proactively modelling and valuing diversity in all its forms. • Setting clear expectations of personal leadership behaviours.

Knowledge that…	Knowledge how to…
A.12 The approach to internal and external communications can be used to build the culture and drive change.	**A.k Ensure that effective communication is prioritised throughout the organisation by:** • Investing in internal and external marketing and communications to ensure positive messaging and promotion of the trust and its work by establishing a distinctive brand. • Establishing platforms and data systems to supplement communication, such as the intranet. • Presenting the trust effectively when dealing with the media. • Having a crisis management protocol in place. Adopting a clear and disciplined approach to knowledge management. • Developing a well understood organisation-wide approach to support change management, and implementation. • Developing understanding of the GDPR requirements applicable to the information being shared. • Utilising communication systems to promote and enforce safeguarding messages with all stakeholders.

Knowledge that…	Knowledge how to…
Board A.13 A successful trust has a board with a strong committee structure and clear terms of reference.	**A.l Build a strong relationship with the chair of trustees and a well-functioning set of board committees by:** • Developing a good working relationship with the chair of trustees based on clear expectations. • Building a clear understanding of a board's statutory responsibilities. • Supporting the chair of trustees to create a clear committee structure, including inputting into the scheme of delegation and committees' terms of reference. • With the chair of trustees, ensuring all trustees are clear on their own roles and responsibilities to the trust. • Ensuring there is no overlap in the work and responsibilities of the executive team, and those of board committees and any local governing bodies. Ensure awareness of, and adherence to, the scheme of delegation. • Working with the chair of trustees to ensure that board meetings run effectively. • Supporting the chair and trustees to develop safeguarding knowledge, expertise, and culture across the trust.

Knowledge that…	Knowledge how to…
A.14 A successful CEO will work with the chair of trustees to receive formal and informal feedback via regular reviews.	**A.m Agree an approach for soliciting and receiving feedback on an annual basis by:** • Conducting a self-assessment of progress against clear goals. • Gathering feedback from trust team members and other stakeholders. • Translating feedback collated into a formal appraisal shared with the board.

Knowledge that…	Knowledge how to…
External stakeholders A.15 A successful CEO engages with agencies, communities, and other external stakeholders to understand different stakeholders' interests and adapt responses to them.	**A.n Develop a stakeholder engagement plan to engage with a broad range of stakeholders by:** • Creating a map of external stakeholders. • Identifying stakeholders who will help the trust to deliver its strategy. • Including potential strategic partners, such as other trusts and businesses. • Building understanding of the community, and other stakeholders. • Engaging those identified stakeholders regularly and tailoring responses to their needs. • Maintaining and sustaining multi-agency working at a local level to support safeguarding of all children, through active engagement with Local Safeguarding Partner(s) (LSPs) as a "relevant agency".

Knowledge that…	Knowledge how to…
A.16 A successful CEO creates, maintains, and evolves their network of informal mentors to enable them to respond to a changing external environment.	**A.o Build a network of informal mentors and use them for support, advice, and guidance by:** • Identifying mentors who will provide honest and timely advice. • Building a personal development plan together with identified mentors. • Maintaining a regular schedule of mentoring catchups to review progress.

Knowledge that…	Knowledge how to…
Personal working norms A.17 A personal plan helps senior leaders, such as CEOs, to manage the stresses and strains of their role sustainably over time.	**A.p Build a personal plan that helps a CEO manage their challenging work demands by:** • Looking after their own personal wellbeing, including mental and physical health. • Striking the right balance and allocating sufficient time between leadership of the trust, personal commitments, and other work. • Maintaining sources of renewal beyond work, such as family time, hobbies, and other interests.
A.18 CEOs should develop an authentic style of trust leadership tailored to their personality.	**A.q Develop an authentic leadership style that helps lead teams and institutions by:** • Developing a leadership style that is anchored to the CEO's own personality, building on their strengths, and addressing their weaknesses. • Remaining self-aware. • Translating the style into 'micro habits' – small, repeated actions.

B – Quality of Education

Knowledge that…	Knowledge how to…
Teaching, curriculum, and assessment B.1 While personal, family, and cultural factors contribute to students' outcomes - what teachers do, know, and believe matters more to the achievement of students than anything else leaders and teachers can influence. B.2 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. B.3 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. B.4 Access to high-quality evidence can support trusts in selecting cost-effective approaches to teaching and learning. B.5 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing, and oral language skills specific to individual disciplines.	**B.a Establish and sustain high-quality teaching for all pupils by:** - Setting a culture of high expectations of success for all pupils, including those with SEND. - Setting a culture and expectation of up to date, evidence-informed teaching. - Investing in professional development, and the creation of conditions for effective professional development, through financial and operational planning. - Embedding and sustaining systems and structures that enable teachers to develop and embed their expertise. - Embedding and sustaining systems that monitor and track the quality of teaching across the trust, which take account of limitations in reliability and validity and feed into data driven improvement activity. - Monitoring the progress that all children are making, taking into account the differences on what good progress is for individuals. - Embedding a culture of reading including supporting all pupils to develop their vocabulary and read fluently. - Creating the best learning environment for individual children, ensuring that children with SEND learn in mainstream classrooms where it is in their best interests.

Knowledge that…	Knowledge how to…
	• Monitor and measure the progress that all children are making, taking into account the differences in what good progress looks like for individuals.

Knowledge that…	Knowledge how to…
B.6 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. B.7 The curricula of schools within a trust enable it to set out the knowledge, skills, and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. B.8 The potential content of subjects (especially literature, humanities, and arts) is contestable and requires thoughtful, sustained review and engagement with that subject discipline.	**B.b Enable the trust to establish and sustain an aligned, broad, rich, and coherent curriculum entitlement that is ambitious for all pupils by:** • Ensuring strong intent through effective curricular leadership that makes use of evidence, introduces students to the richness of individual disciplines, and ensures a balance between professional agency and curriculum coherence. • Planning to ensure strong curriculum expertise is identified and deployed strategically across the trust. • Planning for collaboration that builds capacity and expertise across the trust and alleviates workload. • Embedding and sustaining systems that monitor and track the quality of curriculum across the trust, which take account of limitations in reliability and validity and feed into data driven improvement activity. • Developing systems to track and monitor implementation and impact of the intended curriculum for all pupils that take account of limitations in reliability and validity.

Knowledge that…	Knowledge how to…
	- Ensuring trust wide investment in the development of early literacy through high-quality systematic synthetic phonics e.g., delivering and implementing selected programmes which are quality assured and delivered by highly trained staff. - Ensuring the curriculum embeds knowledge of safeguarding in an age-appropriate way e.g., the teaching of online safety across the curriculum. - Ensuring pupils, including those with SEND, are prepared well for adult life, including their next steps in education, training, or employment; make progress and experience good health; independent living; and participate in their community.

Knowledge that…	Knowledge how to…
Behaviour B.9 A predictable and secure environment benefits all pupils but is particularly supportive of pupils with SEND. B.10 Building effective relationships with parents, carers, families, and relevant agencies can improve pupils' motivation, behaviour, and academic success. B.11 The resilience and wellbeing of pupils is central to their academic achievement. Trust leaders should therefore ensure that pupils' character education and personal development remains a focus, sustaining an inclusive learning culture. B.12 Effective schools set a culture with high expectations for behaviour and attendance that helps all children to succeed. There are some factors which teaching staff can affect directly; others which they can influence indirectly, sometimes through advice; and a third set of factors that may be outside their purview.	**B.c Ensure that schools within the trust establish and sustain a welcoming, positive, predictable, and safe environment for pupils, including by:** • Implementing explicit, implicit, and embedded trust values in the day-to-day life of its schools through the routines and behaviours of all members of the academy community. • Setting a culture of high behavioural expectations for all pupils, and ensuring pupils are proactively supported to meet those expectations. • Securing a culture of high attendance and punctuality for all pupils, monitoring attendance, and promptly addressing issues when they arise. • Ensuring that schools meet their statutory duties and recognise that where a pupil may have SEND, this may affect their behaviour. This includes ensuring that reasonable adjustments are made to policies and practice if the pupil has a disability and that these adjustments are reviewed regularly.

Knowledge that…	Knowledge how to…
B.13 Effective schools foster pupils' motivation to learn. B.14 Reinforcing positive behaviours can be an effective way to improve learning behaviour, alongside discouraging, and dealing with poor behaviour. B.15 While classroom level strategies have a significant impact on pupil behaviour, consistency and coherence at a whole school level are paramount. B.16 Despite consistent systems being beneficial for all pupils, universal behaviour systems are unlikely to meet the needs of all pupils all the time. If pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs. B.17 A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment and longer-term health and prosperity outcomes.	• Ensuring staff are expert in supporting behaviour and culture through professional development. • Ensuring staff are supported by school leaders in taking consistent approaches to behaviour across the school – for example, centralised detention. • Ensuring staff understand their role in supporting pupil behaviour to enable effective pastoral intervention. Staff should understand their role outside of the purview of teaching, for example providing an advisory role for pupils. • Developing an anti-bullying strategy that ensures all bullying is treated seriously and is easy to report, and that makes use of evidence informed interventions and strategies to reduce bullying and address it swiftly when it occurs. • Remaining alert to cyberbullying and online safety issues, responding quickly when issues arise. • Embedding and sustaining systems that monitor and track behaviour across the trust. This should take account of limitations in reliability and validity and feed into data driven improvement activity.

Knowledge that…	Knowledge how to…
	• Prioritising and allocating appropriate resource to tackling poor attendance and punctuality, ensuring that low attendance does not become a barrier to pupil learning, attainment, and wellbeing. • Enlisting the support and fostering engagement of families and the wider community in pupil learning, teaching, and activity of the school.

Knowledge that…	Knowledge how to…
Education for all B.18 The SEND Code of Practice (2015) and The Equality Act 2010 mean that all children and young people are entitled to a high-quality education, which is appropriate to their needs, promoting high standards and the fulfilment of potential.	**B.d Ensure pupils with SEND experience success in line with their peers, including by:** • Building and sustaining systems to support those with additional needs and SEND, intentionally designing roles to support these pupils and ensuring all teachers are equipped with the skills and knowledge to meet the needs of all pupils. • Ensuring all schools within the trust comply with their statutory duties relating to SEND.[2] [3] • Ensuring that teaching and non-teaching staff access SEND related professional development. • Focusing on the progress, attainment, and experience of every pupil, especially those most at risk of not meeting their potential.

[2] The Children and Families Act 2014 includes requirements for Academies to admit any pupil where the Academy is named on their EHC plan; to have regard to the SEND Code of Practice; to publish an SEN Information Report; and to co-operate with the LA (and others) on the SEND local approach. In addition, mainstream Academies must have a fully qualified SENCO and use their best endeavours to meet the special educational needs of their pupils.

[3] The Equality Act 2010 requires all schools (including Academies) to make reasonable adjustments so that disabled children and young people are not at a substantial disadvantage compared with their peers. They must not discriminate against disabled children and young people and must have due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

Knowledge that…	Knowledge how to…
	• Encouraging a rigorous approach to the trust SEND register, establishing effective arrangements for the early identification of SEND and ensuring strategic deployment of resources to enable high-quality provision.
• Fostering a shared responsibility for implementation of the graduated response (assess; plan; do; review) across the trust. Within the classroom teachers should prioritise teaching effectively, ensuring all pupils have equal access to a broad, rich curriculum.
• Working with external agencies to ensure additional support is sought as required and deploying as appropriate, and in line with statutory guidance.
• Creating an inclusive presence by welcoming all pupils, including those with SEND.
• Developing meaningful and strong relationships with parents and carers to support and promote engagement in pupils' education, including through celebrating their successes.
• Sharing resources and expertise across the trust, to promote effective strategies, support the development of high-quality resources and promote best practice.
• Co-operating with the local authority in the performance of its statutory duties for all children and young people with SEND in the local area.

Knowledge that…	Knowledge how to…
	• Embedding an ambitious set of equality objectives and plans for improving accessibility over time (under the Public Sector Equality and Planning duties).

Knowledge that…	Knowledge how to…
Quality assurance and assessment of the quality of education B.19 To be of value, trust leaders use assessment data to inform the decisions they make; in turn, schools and teachers must be able to act on feedback for it to have an effect. B.20 When collecting assessment data, trust leaders should be clear about the decisions the data will be used to inform and be able to justify its use. B.21 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. B.22 Before collecting data on the quality of teaching and impact of the curriculum, trust leaders should acknowledge the limitations of data validation and reliability and be able to justify usage. They should be clear about the decisions it will inform.	**B.e Quality assure the quality of education across the trust by:** • Making use of metrics to ensure that priority areas for improvement are identified, whilst remaining aware of the implications for workload and wellbeing of staff across the trust. • Setting clear school-level objectives for key metrics including Phonics Screening Check; Multiplication Tables Check; Key Stage 2 attainment in reading, writing and maths; GCSE Progress 8 and Attainment 8; EBacc entry and attainment; post-16 qualifications. • Embedding a data driven continuous improvement process that accounts for limitations of data sets at scale. • Enabling the trust and its schools to engage with appropriate evidence-based strategies for improving the quality of education and ensure their effective implementation. • Benchmarking MAT performance against high-performing MATs.

Knowledge that…	Knowledge how to…
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C – Strategic Governance

Knowledge that…	Knowledge how to…
Trust Governance C.1 Trust governance is based on the charitable company governance model and is distinct from other models of school governance. **Leadership and governance** C.2 A CEO must: • Understand and welcome the role of academy trust governance. • Recognise that the board of academy trustees is responsible and accountable for the trust. • Understand the respective roles of those involved in the governance of the trust.	**C.a Develop and maintain effective relationships with the board, recognising the board of academy trustees' role in holding the CEO and executive team to account, by:** • Upholding the trust's charitable object(s) whilst maintaining high standards of ethics and behaviour. • Advocating the Seven Principles of Public Life.[4] • Ensuring governance procedures are effective and support is provided to the board. • Understanding that the CEO is not involved in decisions to appoint academy trustees and members. • Advising and influencing to ensure that the board remains fit for purpose as the trust grows and reflects the expertise and structure required at various stages of growth.

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[4] The Seven Principles of Public Life - GOV.UK (www.gov.uk)

Knowledge that…	Knowledge how to…
- Understand and accept that the board will hold them to account. - Uphold the obligation to give account and welcome constructive challenge. - Deliver the trust's mission according to the board's strategy. C.3 The duties of the Accounting Officer in relation to governance must be understood, including the specific responsibilities for financial matters and the duty to raise concerns. C.4 The success of an organisation is dependent on a collaborative approach. C.5 Trust leaders are responsible for: - The day-to-day operations and decisions of the trust. - Implementing strategic decisions arising from board discussions. - Ensuring that the trust and its schools operate within the regulatory and statutory frameworks.	- Building trust by inviting constructive challenge. - Developing a relationship with the chair of trustees ensuring they are kept informed of key developments within and across the trust. - Welcoming their own performance management carried out by the chair of trustees and other academy trustees. - Recognising that trust board meetings focus on academy trustee question and challenge rather than executive presentation. - Recognising that the board is responsible for regulating its own performance. - Supporting the academy trustees to meet their duties as company directors and as academy trustees of a charitable body, working with the board to ensure operational compliance and fulfilment of all statutory responsibilities. - Ensuring that the executive team understand and adhere to the scheme of delegation.

Knowledge that…	Knowledge how to…
Board C.6 It is the role of the CEO to ensure that the board has all it needs to perform its role. C.7 An effective board defines the trust's mission and vision in accordance with charitable objects and then sets a strategy to deliver this, underpinned by the values and behaviours that shape the culture across the whole organisation. C.8 Trust leaders should understand and implement the specific governance requirements set by the appropriate religious authority and appreciate the role that the appropriate religious authority has in the setting of the strategic direction of the trust.	**C.b Ensure the board is able to make informed decisions and to fulfil its functions and legal obligations, with the benefit of robust, timely and transparent information at the right level of details.** • Creating the environment and shaping the strategic vision to ensure that academy trustees are equipped to give appropriate steers on strategy and can be future oriented. • Providing relevant information that enables the board and its committees to make effective strategic decisions. • Co-generating, drafting, and implementing strategic plans that are aligned to trust improvement objectives. • Working with the chair of trustees to ensure that academy trustees take a whole trust view, as opposed to a school specific view, whilst understanding the appropriate level of information the trustees need of each school and its community. • Working with the board to ensure that its stakeholders' voices are heard. • Reporting on quality of education with transparency against clear performance measures and based on the most valid and reliable assessment possible at trust level.

Knowledge that…	Knowledge how to…
	• Sharing and reporting on the trust's risk profile with the board and contributing to focused board discussions on key risks to the organisation. • Understanding the need for the trust to hold managed risks based on the trust's values and mission, rather than seeking to eliminate all risk, and supporting trustees in the assessment of risk. • Working with the trust's governance professional to lead on the development of the trust's governance framework and drive improvements in board processes and the governance structure. **C.c Create a development strategy with the support of the board by:** • Proposing a strategy to the board, and advising on it, in support of its discussions and decisions on the trust's vision and models for growth. • Providing the right level of detail to support decision-making e.g., focusing on key risks for important decisions and providing detail later to prepare for implementation. • Planning for inflection points in advance and expanding operational functions ahead of growth.

Knowledge that…	Knowledge how to…
Regulation C.9 The relevant regulatory bodies have different roles. The trust and its schools must respond to their requirements.	**C.d Promote a culture of care and accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the trust's work by:** • Ensuring regulatory assurance, propriety, and value for money by embedding a culture of care through the trust's mission and values. • Quality assuring the scheme of delegation and ensuring the delegations are appropriate, clearly articulated, comprehensive, communicated and understood throughout the trust. • Support the chair of trustees and the governance professional to ensure the board's decisions are in keeping with regulations and propriety. • Knowing when to seek professional advice externally on decisions made at board level. • Knowing when and how to formally raise any concerns about decision-making by staff within the trust community.

Knowledge that…	Knowledge how to…
	• Taking a proactive approach to both internal and external reviews of governance practice and effectiveness. • Ensuring that executives and headteachers understand their role with local governance as set out in the scheme of delegation and that they do not seek to control those governing but welcome the challenge provided by those governing at local level. • Deploying internal audits to ensure compliance. • Having a strong local identity, engaging effectively with parents, sector partners and the wider community.

D – Finance and Operations

The trust CEO, as Accounting Officer, has a personal responsibility to Parliament, and to ESFA's accounting officer, for the trust's financial resources. Furthermore, they must take personal responsibility for assuring the board of compliance with the funding agreement and Academy Trust Handbook. Trust CEOs should decide which activities to delegate to appropriate specialists, such as the trust's Chief Financial Officer (CFO) or other specialist finance/operations professionals, while maintaining oversight and responsibility.

Knowledge that…	Knowledge how to…
D.1 Trust CEOs are defined as the Accounting Officer in the Academy Trust Handbook. D.2 CEOs have overall responsibility to ensure funding is used effectively and efficiently in the public interest.	**D.a Adhere to the seven Principles of Public Life as part of the foundations of ethical leadership by:** • Demonstrating leadership by modelling expected Principles behaviours and practice at all times. • Addressing, robustly and consistently, any occurrences of non-adherence to Principles by everyone employed by or associated with the trust. • Ensuring that whistle-blowing policy and procedures are fully understood by everyone and that there is a culture where speaking up is encouraged. **D.b Ensure related party rules are adhered to by:** • Developing a clear understanding of the reasons for related party controls and reporting, and the definition and systems associated with related party transactions. • Ensuring all related party transactions are correctly managed and reported, in accordance with the Academy Trust Handbook.

Knowledge that…	Knowledge how to…
Finance D.3 Finance is critically important, and trusts need to have a professional finance team. Effective CEOs understand the role and expertise required for a strong CFO. This includes the combination of qualifications, experience, and the need for strong working relationships and respect between the CEO, CFO, and academy trustees. D.4 Trusts must produce annual audited accounts and adhere to the Academies Financial Handbook (Academy Trust Handbook) as a condition of each trust's funding agreement.	**D.c Ensure the CFO and their finance staff are appropriately qualified and/or experienced as outlined in the Academy Trust Handbook, and by:** • Supporting the CFO in their professional development. Knowing where guidance exists to support this e.g., professional bodies. • Accessing and supporting expertise from within the trust and/or externally to ensure that best financial practice is delivered. **D.d Ensure the organisation's finances comply with all statutory and legal requirements by:** • The production of company annual accounts for publication, filing or submission, as laid out in the guidance in the Academies Accounts Direction, Academy Trust Handbook, Charity accounts and Company accounts. • Scrutinising the trust's finances through the lens of regularity and propriety, maintaining oversight through the year in line with the responsibility to submit an assurance statement as required in the Accounts Direction.

Knowledge that…	Knowledge how to…
D.5 Strong trusts are built on foundations of effective and long-term planning. These foundations include strategy, financial planning, HR and talent management, optimal use of resources, risk management, and appropriate centralised functions.	**D.e Ensure that sound financial management systems are in place by:** • Embedding an annual financial planning cycle, which includes Integrated Curriculum and Financial Planning reviews at key points in the year that can inform recruitment and staffing plans. • Ensuring financial and staffing plans are based on accurate pupil projections as well as understanding how to challenge pupil number estimates using data. • Understanding the importance of approximate top-down calculations to set the parameters and assumptions of a budget and ensuring this takes place before more detailed work is done. • Understanding the importance of estimation during the year to support timely and proactive decision making. • Identifying key months for full reforecasting and address these throughout the year, drawing on published guidance. • Ensuring timely, detailed, consolidated management accounts are in place, and systems for review drive appropriate action centrally and at academy level.

Knowledge that…	Knowledge how to…
	- Understanding the importance of reserves management, including ensuring the trust's reserves policy provides sufficient contingency for cashflow and any unplanned, urgent expenditure, and balances spending on pupils with clear plans for longer term funds held for future financial security and potential future capital spend. - Deploying staff appropriately for financial stability.

Knowledge that…	Knowledge how to…
D.6 Integrated curriculum and financial planning (ICFP) provides trust leaders with metrics which help to ensure that staffing and curriculum resources are used effectively within generally acknowledged sensible parameters, e.g., pupil-to-teacher ratios, teacher contact ratio, average class size, proportion spent on staffing in the trust, and average class salaries. D.7 Effective CEOs, alongside academy trustees and, where applicable, local governors, make sure resource best meets pupils needs, achieving value for money.	**D.f Direct the trust's activities to achieve the most efficient and sustainable provision of education to the highest quality, prioritising and making the most effective use of public funds by:** • Embedding ICFP. • Ensuring operational effectiveness in line with longer term strategic planning. • Looking to the future with a five-year capital and reserve budget and ensuring this is updated at least annually. • Demonstrating that funds provide clear value to children and staff in academies. • Considering how spend and staffing decisions at school and trust level, for central services, compare to similar schools and trusts, using metrics where applicable, and how this supports pupil outcomes. • Achieving the desired balance between staffing costs and non-staffing costs to meet strategic financial school development plans and objectives. • Considering establishing shared central services and common systems to capitalise on economies of scale in line with the trust's organisational aims and contexts, including size.

Knowledge that…	Knowledge how to…
	• Ensuring that resource allocation across schools in the trust has sound rationale and transparency, including by instilling collective trust-wide responsibility for all pupils attending trust schools.

Knowledge that…	Knowledge how to…
	D.g Standardise and optimise (and centralise where appropriate) services, such as HR including payroll, finance, IT, marketing and communications, governance, and estates. Do this by: • Where deemed appropriate, selecting services to standardise and/or centralise as the trust grows, with due consideration to central and local needs and capacity. • Considering the benefits and costs of centralising functions and how to take account of a range of views in reaching decisions. • Considering the extent to which each service should be centralised over time, and in which order. • Considering resourcing central functions to support optimal efficiency. • Ensuring appropriate management structures to support trust cohesion and staff development. For example, matrix management structures - distinguishing between direct functional reporting to central functions and day to day line management by headteachers.

Knowledge that…	Knowledge how to…
Operations D.8 Trust CEOs have a duty of care to pupils and staff. They have a responsibility to ensure that all trust schools provide a safe environment in which pupils can learn and staff can work.	**D.h Ensure the trust has effective and efficient risk management systems. Ensure rigorous approaches to identifying, managing, and mitigating risk at trust level by:** • Maintaining strong and comprehensive risk registers. • Monitoring the trust's risk registers and ensuring that associated mitigations are robust and regularly assessed. • Ensuring academy trustees have accurate, timely information relating to risks at a trust level. • Ensuring alignment between the trust risk register, and the risks held at school level. • Using effective monitoring and reporting systems to allocate centrally provided or procured specialist services to support compliance, e.g., legionella checks, fire risk assessments. • Ensuring that safeguarding structures and an emphasis on safety is embedded within all systems.

Knowledge that…	Knowledge how to…
D.9 Trusts require short-term, medium-term, and long-term plans for capital expenditure, linked to plans for growth, to ensure the fabric of their schools is maintained, including the trust's IT infrastructure, and to ensure that they meet health and safety requirements. D.10 Trusts need to employ or have access to a professional estates team that can assess, direct, and manage the fabric of the Trust's estates to the required standard.	**D.i Safeguard the long-term viability and sustainability of the trust's facilities and its schools through effective financial and estates management by:** • Maintaining a facilities condition system that identifies the strategic capital priorities based on need. • Establishing a planned investment programme to ensure that preventative maintenance is pre-empted, planned, and budgeted for. • Accessing a range of income sources e.g., through land use, applying for grants. • Working with the CFO to cost plans and future ambitions and prioritise according to available or potential (bid) funding. • Ensuring that the capital and reserves budgets are updated at least annually. • Establishing robust and effective health and safety policies and procedures and ensuring that all staff are aware of, and adhere to, health and safety legislation, policies, and procedures.

Knowledge that…	Knowledge how to…
D.11 Trusts need to employ or have access to a professional HR team that covers all aspects of contracting staff and ensuring their welfare, whilst also safeguarding and protecting the trust and its pupils.	**D.j Ensure that the trust has effective and efficient HR Services by:** • Employing appropriately qualified and experienced HR professionals or having service level agreements in place with quality HR advisors. • Embedding a staff code of conduct that is robust, understood by all and implemented effectively. • Ensuring that employment contracts and systems comply with legislation.

Knowledge that…	Knowledge how to…
IT D.12 Trusts need to employ or have access to a professional IT team. IT is an essential organisational service that needs proactive investment and maintenance. Risks to the organisation increase as systems age. D.13 Cyber security attacks can seriously impact the daily running of schools. IT infrastructure should be safe from evolving cyber security threats.	**D.k Ensure that the trust has an IT plan and resources to keep updating its IT network and devices by:** • Planning for ongoing, proactive investment in technology infrastructure. • Ensuring plans are in place to maintain technology infrastructure and that plans are supported financially. • Complying with data protection and GDPR legislation and practices. • Standardising IT hardware, databases, software, processes, and intranet guidance across the trust. • Embedding a range of cyber security measures e.g., software, firewalls, remote access protocols, two factor authentication, staff training, robust system backups, internal/external audit, and dummy attacks. • Understanding the advantages of cloud-based systems, data centres and services to manage risk and maximise efficiencies. • Ensuring plans for disaster recovery are made and taken seriously and planned response is timely, efficient, and effective whilst being acceptable to the business continuity plan. • Minimising the risk to electronic data and systems through effective system safeguarding and cybersecurity.

Knowledge that…	Knowledge how to…
Procurement D.14 Trusts need to employ or have access to a professional procurement team to ensure that best value is delivered, including lifetime costs, and that the trust's procurement procedures and controls are robust, effective, efficient and manage any conflicts of interest, given the responsibility for public funds.	**D.l Oversee effective trust procurement processes by:** • Ensuring spending has been for the purpose intended and there is probity in the use of public funds. • Ensuring all procurement decisions focus on value for money and all budget holders and staff involved in procurement understand their responsibilities as stated in the trust's financial scheme of delegation. • Ensuring that competitive pricing and tendering takes place for all significant expenditure, in accordance with the Public Contracts Regulations and with the trust's financial scheme of delegation. • Ensuring a robust purchase order system is in place and adherence to internal delegation limits and authorisation controls. • Ensuring that the total cost of ownership and carbon reduction forms part of the procurement and tender evaluation process to ensure that the most sustainable and energy efficient products and systems are fully considered and costed. • Ensuring professional advice is obtained where appropriate.

E – Workforce and Talent Development

Knowledge that…	Knowledge how to…
Culture E.1 Setting clear expectations can help communicate shared values that improve classroom and trust culture. E.2 Trust leaders have a duty of care to staff and the responsibility to ensure that all schools provide a safe environment for staff to work in. E.3 A culture of mutual trust and respect between colleagues fosters effective relationships and supportive professional environments. E.4 Building alignment of staff around the intended trust culture can create coherence in a trust, giving direction and purpose to the staff's work.	**E.a Establish a motivating, coherent and professional trust culture by:** • Articulating the values of the trust to encourage alignment and engagement of all academies and staff. Embedding these values and associated behaviours by repeated communication. • Modelling and rehearsing practices that contribute to the intended trust culture and supporting all members of the trust community to do the same. • Embedding systems and processes to monitor how effectively the espoused values of the trust are instilled, and to identify and address barriers. • Avoiding layering of existing structures as the trust grows by recognising the need to actively abandon or overwrite some behaviours and practices to usher in new structures.

Knowledge that…	Knowledge how to…
E.5 Teachers are more likely to improve if they feel that they are working within a supportive professional environment, where both trust and high professional standards are maintained. E.6 Supportive environments include staff having the time and resource to undertake relevant professional development and collaborate with peers. Staff must be offered feedback to enable teachers to improve. A conducive environment includes support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.	• Valuing and showing care for all people and all roles, including by developing accurate measures of staff engagement and satisfaction, and acting on resulting data. • Aligning trust culture with external influences and networks to mitigate insular working and support collaboration and an outward facing mindset.

Knowledge that…	Knowledge how to…
Professional development E.7 Helping teachers improve through evidence-based professional development that is explicitly focused on improving classroom teaching can be a cost-effective way to improve pupils' academic outcomes when compared with other interventions and can narrow the disadvantage attainment gap. E.8 Alongside the implementation of the ITT/ECF/NPQ golden thread of teacher development, trust leaders should give specific attention and resource to the professional development of non-teaching staff, whose effectiveness has a significant impact on the performance of the trust. E.9 Professional development is likely to be more effective when design and delivery involves specialist internal or external expertise from a range of sources. E.10 The content of professional development programmes should be based on the best available evidence on effective pedagogies and classroom interventions and aim to enhance capabilities and understanding to improve pupil outcomes.	**E.b Leverage a strong trust's potential for improving professional development by:** • Prioritising and providing resource for the development of all trust staff as a key lever for improving outcomes for all pupils. • Adding and building capacity for teacher development, for example through provision of expertise and supportive central functions. • Positively influencing the conditions and culture in which teachers work and professional development takes place, increasing the likelihood of coherence with trust priorities and impact. • Engaging and modelling engagement with the CEO's own personal and professional development. • Ensuring that all trust staff have access to high-quality, evidence informed professional development, balancing local, regional, and national priorities. • Supporting the implementation of the 'golden thread' of professional development including initial teacher training, the Early Career Framework, and the full suite of National Professional Qualifications.

Knowledge that…	Knowledge how to…
E.11 When selecting professional development, trust leaders should focus on mechanisms for change and ensure opportunities are evidence based.	• Collaborating with other trusts and a range of external providers ensuring that the best expertise is leveraged for knowledge development. • Supporting and developing staff in mandatory and key roles such as Special Educational Needs Coordinator (SENCO) & Designated Safeguarding Lead (DSL). For example, by enabling them to undertake relevant and statutory training and ensuring a manageable balance of teaching contact time with other duties.

Knowledge that…	Knowledge how to…
Recruitment and Staffing Structures E.12 Analysis of recruitment and retention rates and staff turnover are key indicators of staff welfare and workload. E.13 Collaborating with colleagues to identify efficient approaches to assessment across the trust is important. Assessments can become onerous and have a disproportionate impact on workload. E.14 To run a group of schools effectively, executive leaders must consider longer term strategic and financial planning, the use of cross-trust staff and a range of operational structures.	**E.c Identify and address workforce challenges within the trust's individual context by:** - Setting the tone, advocating for the work of schools, and championing the teaching profession in internal and external communications. - Using trust metrics and data to focus activities to support areas of need within the trust, with consciousness of the wider national recruitment and retention context. - Ensuring the creation of assessment and marking systems that promote high-quality learning whilst balancing workload. - Facilitating collaborative relationships with other trusts and a range of external partners where they alleviate workload pressures. - Supporting workload champions acting within your trust, e.g., with relation to assessment and feedback policies which can create excessive workload for staff. - Considering trust-based trade union recognition agreements as a more efficient and effective means for policy consultation and engagement with trade unions.

Knowledge that…	Knowledge how to…
E.15 Trusts are single employers and as such can structure recruitment and talent development. E.16 Different types of employees have different terms and conditions. E.17 Employees may TUPE under different conditions, but as a single employer, future recruitment must be based on the trust's terms and conditions to avoid equal pay claims and disputes. Where appropriate, for financial or other reasons, measures may be declared as part of TUPE.	**E.d Develop staffing structures that are efficient, support progression and retention and enable expertise and professional development by:** • Establishing and making use of suitable metrics to support decision making on staffing ratios. • Identifying key central posts and development of roles in line with strategic planning, balanced against reduction of local responsibilities and funding. • Building alignment of staffing systems and structures across the trust that support retention and succession planning. • Embedding a trust-wide talent attraction and management strategy. This should make use of recruitment and retention allowance, secondment opportunities, teaching and learning responsibilities, and be aligned to professional development planning. • Making prudent use of the apprenticeship levy. • Overseeing restructures to ensure that outcomes are aligned with trust staffing structures, avoiding replication of deficits caused by legacy staffing structures. • Building positive working relationships with trade unions e.g., regarding TUPE arrangements.

Knowledge that…	Knowledge how to…
E.18 All trusts with early career teachers undertaking statutory induction must adhere to the regulations and relevant statutory guidance. E.19 As trusts grow and develop there is value in working with trust-based union recognition agreements rather than subscribing to a series of local authority-based arrangements. This ensures facilities, time and policies are more efficiently consulted and introduced, this is a more cost-effective use of resource. E.20 It is possible to have a staffing structure that promotes equality, diversity and inclusion if recruitment and retention strategy seeks to identify and remove barriers for under-represented groups.	**E.e Develop and deploy HR expertise across the trust by:** - Recruiting and developing an HR team with a range of skills and expertise to support recruitment, retention, and staff wellbeing. - Ensuring safer recruitment practices are embedded in HR policy and practice. - Ensuring knowledge of the system, both local and national, informs HR strategy. - Developing and investing in specific expertise to support mergers and acquisitions, to ensure that HR facilitates the strategic development of the trust. **E.f Support equality, diversity, and inclusion across the workforce by:** - Ensuring that The Equality Act (2010) is understood by all by embedding it in all trust policies, as well as the practices and behaviours of all trust staff. - Analysing workforce data, understanding gaps, and working to mitigate these through trust level recruitment and retention processes and approaches.

F – Public Benefit and Civic Duty

Knowledge that…	Knowledge how to…
Charitable Objects and Duties F.1 A trust's objects will be contained in its constitutional documents, including in its articles of association. F.2 All trusts must be operated in a way which seeks to fulfil the objects of the trust and trust leaders must develop a detailed understanding and knowledge of the trust's constitutional documents and be able to articulate how the objects are being fulfilled. F.3 Fulfilment of a trust's objects demonstrates the trust's value, impact, achievement, and ambitions. F.4 In line with the Public Sector Equality Duty (PSED), trusts have a legal duty to advance equality, eliminate discrimination and foster good relations.	**F.a Ensure that public benefit is embedded in the strategic direction and culture of the trust. Fulfil statutory and legal duties, including the PSED, and report on it by:** • Ensuring that the trust is addressing the needs of the communities its schools serve, including the historic connection between church and school in the context of schools with a religious designation. • Ensuring growth planning reflects a commitment to advance education as a public benefit. • Considering the full range of ways in which the trust can implement its charitable intent, supporting pupils from all backgrounds but particularly those from disadvantaged backgrounds. • Holding oneself and others to account for the advancement of education for public benefit. • Reporting on public benefit through published accounts, curriculum and extra-curricular details published on the trust and/or its individual schools' websites; and performance tables.

Knowledge that…	Knowledge how to…
Education for the common good F.5 Through implementing the core vision and values of the trust and upholding the distinctive character of each academy, the trust must work to ensure that it serves the common good through advancing and providing high-quality education. F.6 Trusts should work with civic partners and stakeholders in the local area, region and/or nationally to contribute to the Public Good. The trust should advocate that the child is placed at the centre of coherent, high-quality public services for pupils and their families.	**F.b Promote and enable ways in which the trust's academies and their local boards engage meaningfully with their communities. Ensure trusts are responsive by:** • Having and modelling an outward looking approach, seeking opportunities to act in the wider community, to celebrate the work of the local community and where appropriate address local educational issues or trends. • Basing decision-making for actions on identified problems that the trust is best placed to provide leadership or support on. • Developing the school as the centre of academic life in the community.

Knowledge that…	Knowledge how to…
	F.c Foster and engage in the collective and collaborative leadership of the sector by: • Building strong local systems to address disadvantage, developing a broad and diverse curriculum, and improving the quality of education for all pupils. • Supporting the wider school system in sharing learning for best practice; helping under-performing schools to improve; contributing to building a school-led system. • Sharing effective practice between trusts, and with the wider sector, building capacity and effective mechanisms for doing so.

Knowledge that…	Knowledge how to…
Collaboration F.7 The work of the trust to advance education is entwined with and often dependent upon action by other parties. It is important to understand local social problems, issues, or trends. F.8 Sharing effective practice between trusts, and building capacity and effective mechanisms for doing so, is key to system-wide improvement. F.9 Trusts are not the providers of all services, but CEOs have a key strategic role in working with other actors in helping all children to be successful, including children and young people with SEND. Examples include working with local authorities, health, and police.	**F.d Exert external influence on behalf of the trust by actively engaging with sector organisations, regulators, policymakers, local and national government, industry, and other partners by:** • Reflecting on how to have influence beyond the trust and its immediate community. • Engaging with the wider professional community and fellow CEOs to develop networks and stay abreast of national policy.

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Further Reading:

For foundational reading on teaching, curriculum and assessment please see the list of sources under the **'Teaching'** bibliography and the '**Curriculum and Assessment'** bibliography included as part of the NPQEL framework**.**

For foundational reading on behaviour, please see the list of sources under the **'Behaviour'** bibliography included as part of the NPQEL framework.

For foundational reading on Education for all please see the list of sources under the **'Additional and Special Educational Needs and Disabilities'** bibliography included as part of the NPQEL framework.

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Further Reading:

For foundational reading on professional development please see the list of sources under the **'Professional Development'** bibliography included as part of the NPQEL framework**.**

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Further Reading:

For foundational reading on collaboration please see the list of sources under the **'Working in Partnership'** bibliography included as part of the NPQEL framework.

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