

## **PART I OF THE SCHEME OF DELEGATION FOR OUTSTANDING SCHOOLS**

### **1. Values and Mission**

- 1.1 The Sir John Brunner Foundation is a group of outstanding and good schools each with its own unique character, serving the distinct needs of its communities and drawn together by a profound belief in and commitment to the value of excellent education.
- 1.2 The Sir John Brunner Foundation is establishing itself as a geographically related cluster serving the children and families within its local communities.
- 1.3 The Foundation is ambitious for all children, their families, and communities and is driven always to enhance life chances and opportunities.
- 1.4 The Foundation is measured in its development ensuring that it has both the capacity and expertise to seek future opportunities and potential challenges.
- 1.5 Time is invested in exploring the efficiencies of shared services and shared expertise in key business areas including personnel, finance, administration and procurement.
- 1.6 The Foundation seeks always to value ambition and embraces continuous improvement which facilitates each school to enhance outcomes for children.
- 1.7 A collaborative culture seeks to enhance each school within the Foundation, all of whom share an obligation to contributing to the success of The Foundation as a whole.
- 1.8 Should a school find itself in a position where The Foundation acknowledges that support and intervention are a necessity, then delegated authority for that school will be evaluated, considered and refined by The Foundation.

### **2. Duties and Responsibilities**

#### **2.1 The Sir John Brunner Foundation Board**

- 2.1.1 Accountable to Government agencies, including the Department of Education, for the quality of the education provided in all schools within the Foundation and the establishment of systems through which they can be assured of quality, safety and good practice.

- 2.1.2 Overall responsibility and ultimate decision making authority for The Sir John Brunner Foundation.
- 2.1.3 Compliance with the terms of the master and supplemental Funding Agreements.
- 2.1.4 Set and review the vision and direction of the Foundation.
- 2.1.5 Appoint the Executive Principal and the Chief Financial Officer.
- 2.1.6 Approve and review policies and procedures required by law and best practice including:
  - Safeguarding and Prevent procedures
  - Admissions policy/guidelines
  - Personnel policies
  - Financial procedures
  - Health and Safety procedures
  - Equality and Diversity
- 2.1.7 Approval of school and central budgets.
- 2.1.8 Oversight with regard to the finances of the Foundation and each school within the master Funding Agreement.
- 2.1.9 Final approval of planning and strategy documents developed by each school in consultation with their School Governing Body.
- 2.1.10 Final approval of the self-assessment/evaluation of and the school improvement plan for each school ensuring that standards and targets set align with the key performance indicators of The Foundation.
- 2.1.11 Final approval of the performance grade awarded to each school and to confirm, monitor and oversee and intervention plans with the Executive Principal.

2.1.12 The determination, through consultation with the Executive Principal and the Head/Principal of the school, of the extent of the services provided to each school by the Foundation and how cost should be allocated.

**2.2 School Governing Body (for schools with maximum delegated authority)**

2.2.1 Hold the Head/Principal to account for standards at their school and report annually to the Trustees.

2.2.2 Provide support and challenge as appropriate to the Head/Principal and other senior leaders.

2.2.3 Set and review the vision and direction of their school with a focus on the shared cultural principles of the Foundation.

2.2.4 Evaluate standards of teaching and learning, monitoring levels of educational attainment and ensuring high standards of professional performance are maintained.

2.2.5 Recommend to The Foundation and oversee and monitor their school's self assessment/evaluation process and ensure a rigorous school improvement plan with an understanding of the obligation the school has to the success of The Foundation as a whole.

2.2.6 Development of school budget to be recommend to the CFO.

2.2.7 Whilst the ratification of the appointment of the Head / Principal is the responsibility of the Trust Board, the process will be led by the School Governing Body alongside the Executive Principal and a representative of the Trust Board.

2.2.8 Share the responsibility for performance management of the Head/Principal with the Executive Principal.

2.2.9 Approve and support the recommendations of the Head/Principal for additional expenditure including staffing if within overall budget and sustainable over time and aligned with The Foundation's personnel processes and procedures.

- 2.2.10 Promotion and marketing of the school.
- 2.2.11 To meet all statutory and Foundation requirements for transparency, probity and robust financial management.
- 2.2.12 Responsibility for the provision of opportunities for parents, students, colleagues and the community to be able to engage with and feedback to the school and the Foundation.
- 2.2.13 Responsible for completing self-evaluation activities relevant to the performance of the School Governing Body including skills audits.
- 2.2.14 To support the Head/Principal in the management of the Schools Admissions policy in line with the Foundation guidelines.
- 2.2.15 Responsibility for the management of the school's Risk Register and for ensuring value for money.

### **2.3 The Headteacher/Principal**

- 2.3.1 Leads the school to ensure the best educational experience and highest outcomes for all students within a rich and broad curriculum offer.
- 2.3.2 With the School Governing Body set and review the vision for the school with a focus on the shared cultural principles of the Foundation.
- 2.3.3 Have a clear rationale for the curriculum and ensure it works to enhance the skills, knowledge, character and life choices of the students at the school.
- 2.3.4 Motivate, inspire, challenge and support leaders, teachers and business support professionals at the school, with high expectations in all things.
- 2.3.5 Take a full and active role in the Headteachers' Strategic Board making a positive contribution the Foundation wide priorities.
- 2.3.6 Set appropriate targets which will ensure good and outstanding achievements for the school.
- 2.3.7 Implement and uphold strategies which will enhance the school experience including:

- Behaviour and attitude to learning
  - Praise and recognition
  - Safety and wellbeing
- 2.3.8 Manage the school's financial resources effectively and efficiently.
- 2.3.9 Maintain a keen focus on the central priority of teaching and learning. Inspire and quality assure good practice in teaching and learning across the school community.
- 2.3.10 Provide support for and recognition and acknowledgment of excellence.
- 2.3.11 Challenge underperformance at all levels and implement support mechanisms in order to address issues.
- 2.3.12 The appointment, job description, appraisal and dismissal of all members of staff in the school is the responsibility of the Head/Principal. (Where support and involvement of the School Governing Body has been valued in the past, the Head/Principal may work with the Chair of the School Governing Body to maintain good practice).
- 2.3.13 To work within the agreed financial budget for the school and make appropriate decisions to ensure the smooth running of the school and best outcomes for students.

#### **2.4 Head Teacher Strategic Board (Executive Leadership Team)**

- 2.4.1 Will be the Executive Leadership team of the Foundation. Heads/Principal are required to attend.
- 2.4.2 Shape the strategic plan of the Foundation and identify priorities which will underpin sustained success and excellent outcomes for students and which formally affirms each school's obligation to The Foundation.
- 2.4.3 Identify and respond to operational matters as and when they occur.
- 2.4.4 Ensure that teaching and learning and dynamic curriculum planning are the core drivers of each school.

- 2.4.5 Act as a conduit between the Foundation Board and the School Governing Body, ensuring effective communication and consistency of message and vision.
- 2.4.6 Monitor the implementation of policies and recommend amendments and improvements as each school experiences key events.
- 2.4.7 Lead the quality improvement and self-evaluation process and cycle, reporting annually to the Foundation Board and School Governing Body.
- 2.4.8 Oversee the action plans for school improvement and monitor the key trigger points which may result in timely, supportive and decisive intervention.
- 2.4.9 In the event of highlighted risk to the quality of education and outcomes for children, intervention will be an obligation in recognition of the impact on the Foundation as a whole.
- 2.4.10 Represent the Foundation at key external events.

## **2.5 Director of Educational Standards**

- 2.5.1 Ensure the communication and implementation of best practice across the Foundation in order to enhance the learning experience of children.
- 2.5.2 To be a voice of influence and engagement and seek to ensure effective and positive relationships between all partners across the Foundation and beyond.
- 2.5.3 Plan, lead and take a key role in intervention and support plans with schools.
- 2.5.4 With the Executive Principal lead and oversee the Quality Assurance process across the Foundation.
- 2.5.5 Establish, embed and make best use of data across the Foundation to make reasonable and sustained judgements of a schools progress towards targets.
- 2.5.6 Consider the needs of and work with the Headteachers and Principals in ways which will enhance the quality of education in each school.

- 2.5.7 Prepare and present documentation and data to give Trustees confidence in and certainty of the impact of school improvement strategies and projects.

## **2.6 Executive Principal**

- 2.6.1 Accountability to the Board of Trustees for the quality of the education provided across the Foundation.
- 2.6.2 Works with the Headteacher Strategic Board to set and drive strategy.
- 2.6.3 Lead and oversee the Quality Assurance processes across the Foundation
- 2.6.4 Representative of the Foundation with external bodies.
- 2.6.5 Chair of the Headteacher Strategic Board.
- 2.6.6 With the Headteacher Strategic Board identify risk and ensure timely interventions.
- 2.6.7 With the Headteacher Strategic Board lead the professional development planning process.
- 2.6.8 Preparation and implementation of Policies and Procedures required by law and best practice for submission to the Board of Trustees.
- 2.6.9 Share the responsibility of the appointment of Heads/Principals with the School Governing Body.
- 2.6.10 Financial accountability for the Trust as whole.
- 2.6.11 Responsible for the performance management of Head/Principal, supported by School Governing Body.
- 2.6.12 Responsible for effective succession planning for key roles in order to underpin the long term sustainability of the Foundation and individual schools.

**3. Maximum Delegated Authority for Outstanding Schools**

- 3.1 At the point of joining the Foundation a Due Diligence process will be undertaken. A school will be designated the appropriate level of delegated authority in line with its Ofsted status to include both the quality of education and its financial position. For Outstanding schools, it is anticipated that maximum delegated authority will be given.

The values and mission of the Sir John Brunner Foundation remain firm for all schools and the intention that every child will flourish and thrive is an unwavering goal.