



Introduction

The YCAT Accountabilities Framework acts as our Scheme of Delegation, clarifying where responsibility and accountability sits across our key levels of leadership and governance, for each core element of our strategy (as per the lists in the table below).

Core elements of YCAT Strategy	Key levels of leadership and governance
<p>Improving Pupil Outcomes</p> <p>Financial and Commercial Effectiveness</p> <p>YCAT growth and learning</p>	<p>Headteacher</p> <p>Local Governing Body</p> <p>YCAT Central</p> <p>School Improvement Leadership Group (SILG)</p> <p>Finance Resources Audit & Risk Committee (FRAR)</p> <p>YCAT Main Trust Board</p>

It provides a summary of the division of responsibilities

As a multi academy trust, YCAT’s Board of Trustees is the legally accountable body for the trust. However, the Board is supported by strong, focused local governance. Freed from the statutory responsibilities of local authority governing bodies, our LGBs can focus on improving outcomes for all the children in their school. They provide a powerful voice for the community in the school and the school in the community. They are also a powerful advocate for the needs of their school within YCAT. They monitor and check their school’s performance and drive sustained improvement providing support and challenge to ensure impact on improving pupils’ outcomes, but spend less time on policies and paperwork.

Within the YCAT leadership and governance structure we have two other groups to which key responsibilities are delegated; the Finance, Resources, Audit and Risk Committee (FRAR) which is made up of Trustees and the School Improvement Leadership Group (SILG). **The SILG includes leadership staff from each of our schools and the CEO. Our Board delegates the responsibilities for policy setting and monitoring delivery of our strategy to these two focused groups.** The main Board meets termly and its

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role is to oversee the work of the committees and groups, to make or ratify key decisions and to ensure YCAT's strategy remains in line with our values and vision and continues to improve YCAT

WHAT WE WILL DO: IMPROVE THE QUALITY OF EDUCATION FOR ALL PUPILS

Headteacher	Local Governing Body	SILG & FRAR	Trust Full Board
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<ul style="list-style-type: none"> • Ensure the quality of education builds essential knowledge systematically in all subjects for all age groups with agreed end points for each year group. • Revise School Improvement Plan to meet the expectation of a highly effective quality of education in core and foundation subjects with pupils building knowledge consistently from starting points including SEND and disadvantaged. • Establish a staffing structure to provide a quality education for all pupils. • Engage with YCAT support to deliver a quality education through: projects, CPD and additional bespoke support that ensures all pupils make a strong start in reading and continue to improve in all subjects. • Monitor and evaluate the effectiveness of the curriculum ensuring the intent is implemented with a consistent impact on a high-quality education so that children know and remember more as they move through the school which is reflected in strong national test results. • Audit needs of teaching and non-teaching staff to plan CPD and recruitment. • Analyse all group's attendance and behaviour logs to support improvements. 	<ul style="list-style-type: none"> • Act as a critical friend to make sure all pupils build knowledge systematically in all subjects including SEND and disadvantaged • Support and challenge in creating the School Improvement Plan. • Agree staffing structure that meets school needs for available budget over time. Changes to leadership staff structure needs CEO approval. • Monitor school performance against the School Improvement priorities and the quality of education reflected through a range of assessments including national tests with a focus on school leaders, impact from a wide evidence base interviewing different groups of pupils and reports and discussions with subject leaders. • Know the strengths and areas for improvement in all areas of the curriculum, ethos, safeguarding and management. • Evaluate impact of CPD and school support on continuous improvement. • Governors work with CEO in headteacher recruitment and Head teacher Performance Management and check the effectiveness of the impact of performance management across the school. • Analyse attendance and behaviour at group level and identify strategies for further improvement, particularly SEND and disadvantaged. 	<p>SILG:</p> <ul style="list-style-type: none"> • Develop the YCAT School Improvement Strategy to meet values and vision • Plan provision, support and CPD aligned to the OFSTED framework 2020 that will meet schools' improvement needs to create a knowledge rich quality education. • Create phase 1 knowledge rich quality education Improvement Plan. • Support schools in embedding a systematic knowledge building curriculum through collaborative YCAT initiatives, CPD and projects (including HART). • Monitor termly schools progress on key improvement priorities. • Undertake a full evaluative annual review of each school. Summary report to Trust Board. • Audit the mental health and development needs of staff across YCAT schools. Provide a large range of CPD. • Identify talent within YCAT and strategically plan career development and succession planning. <p>FRAR</p> <ul style="list-style-type: none"> • Ensure costed School Improvement Plan is achievable with resources available 	<ul style="list-style-type: none"> • Custodians of YCAT values and vision. • Agree YCAT strategy for improvement. • Receive summary update of schools' curriculum development and evidence of a quality education from a wide evidence base including national tests and performance against improvement priorities. • Receive termly summary from SILG on each school's quality of education in all subjects and check there is consistent improvement. • Receive summary of each school's full annual review to ensure each school is providing a quality education for all pupils. • Agree resources/budget from YCAT Central to provide school to school support and HART CPD. • Check potential talented staff join school to school support work as part of the succession plan for YCAT. • Receive spring term reports on schools' provision and progress for SEND, disadvantaged, safeguarding priorities and attendance rates for key groups.
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<ul style="list-style-type: none"> • Undertake safeguarding audits and identify improvement action points. • Monitor breadth and enrichment of curriculum, community links with SMSC and British values 	<ul style="list-style-type: none"> • Continuously improve the effectiveness of safeguarding and ensure good behaviour. • Carry out recruitment for teaching staff (excluding head) based on audit of school's needs. Support available from CEO for key appointments. • Check SMSC is effectively threaded across the curriculum with community links that promote British values and the curriculum makes connections between subjects. 	<ul style="list-style-type: none"> • Check we are making the best use of resources to provide a quality education • Identify opportunities to improve school performance. 	
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HOW WE WILL MEASURE SUCCESS: **IMPROVE THE QUALITY OF EDUCATION FOR ALL PUPILS**

Strategic Measure	Headteacher	Local Governing Body	SILG & FRAR	Trust Full Board
<p>There is a systematic curriculum that builds knowledge in all subjects for all pupils who know more and remember more and that is reflected in national assessments and tests, including SEND and disadvantaged.</p>	<ul style="list-style-type: none"> • Does the curriculum build knowledge systematically in core subjects and foundation subjects with agreed end points of essential knowledge for each age group as they move through school? • Do SEND and disadvantaged pupils effectively build knowledge from their starting points? • Do pupils “draw on” the knowledge they have remembered in their lessons with fluency and automaticity. • Do pupils’ national test results compare favourably with national averages in light of their starting points? • Are Headteachers having a consistent impact on improving the quality of education for all pupils? 	<ul style="list-style-type: none"> • Do governors evaluate the quality of the curriculum in all areas and hold leaders to account for the development of a knowledge rich curriculum aligned to the YCAT curriculum model? • Do governors hold school leaders to account for the quality of the curriculum for SEND and disadvantaged? • Do governors know if knowledge is built systematically in each subject with agreed “endpoints” for each age group? • Do governors check whether pupils’ national assessments and tests compare favourably with national average in the light of pupils’ starting points? 	<p>SILG</p> <ul style="list-style-type: none"> • Schools’ supported in evaluating their quality of education. • Supporting schools’ CPD provision through YCAT/HART to support the monitoring of impact in deepening a knowledge rich curriculum. • Summary reports and reviews on the quality of education in each school. 	<ul style="list-style-type: none"> • Analyse summary reports of monitoring and evaluation of schools’ curriculum in all aspects of a broad curriculum. • Summary of Annual Review of each school shows continued improvement of schools quality of education. • Check national tests compare favourably with national averages.

<p>Quality of Curriculum</p>	<ul style="list-style-type: none"> • Broad evidence base of teachers’ impact on learning progress for all groups: • The curriculum ensures pupils build essential knowledge in all subjects and as a result, pupils know more and remember more over time. • The curriculum ensures pupils are fluent showing automaticity “drawing on” previous knowledge in new learning. • The reading curriculum is taught consistently, and pupils read accurately, fluently with understanding. • Headteachers identify teaching that does not build knowledge systematically and introduce advice and support. 	<ul style="list-style-type: none"> • Do governors check that the school’s monitoring of the curriculum has an impact on improving the quality of education for all groups? • Do governors know that the quality of education is consistently improving? • Do governors ensure that under performance in teaching a quality curriculum is effectively tackled? 	<ul style="list-style-type: none"> • Plan improved CPD from audits and reviews to continue to improve the quality of education. • SILG meetings provide collaborative projects to improve the quality of education for groups of pupils. • Full annual reviews of each school identify areas for improvement in the quality of education. 	<ul style="list-style-type: none"> • Analyse reports on the quality of education throughout the year and check improvements to the curriculum are being made and high standards are sustained. • Summary of Full Annual Review of each school shows improvements to the quality of education.
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<p>Leadership and Management</p>	<ul style="list-style-type: none"> • Are headteacher, senior leaders, middle leaders having an impact on improving the quality of education? • Are headteacher and leaders consistently improving the impact of the curriculum on standards? • Are headteacher and leaders monitoring and improving the effect of the curriculum on improving safeguarding, attendance and PDWB? • Do the headteacher and leaders ensure that the curriculum promotes SMSC, British values community? 	<ul style="list-style-type: none"> • Are governors ambitious and challenging and do they drive forward improvement in all areas? • Do governors analyse the quality of education through a wide range of evidence including: recalls, quizzes, assessments, interviews with pupils, attendance data, behaviour data and safeguarding to plan further improvements to the curriculum? • Do governors strategically plan continuous improvement of the quality of education and curriculum? • How do governors evaluate SMSC, British values and community are threaded throughout the curriculum? 	<ul style="list-style-type: none"> • SILG identifies areas for curriculum development to improve the quality of education for all groups? • SILG provides CPD and support for governors to further improve impact on improving the quality of education. • SILG identifies ways to enhance SMSC and enrichment across schools. • Full annual review of each school identifies improvements in the impact of leadership on further improvement to the quality of education. 	<ul style="list-style-type: none"> • Summary of Full Annual Review of each school shows leadership is having impact on improving the quality of education.
<p>Attendance and Behaviour</p>	<ul style="list-style-type: none"> • Are headteacher and leaders ensuring there is a systematic curriculum providing a high-quality education that is reflected in good standards in national tests? • Are learning behaviours good-enthusiastic and independent? 	<ul style="list-style-type: none"> • Do governors check the attendance and behaviour of groups and plan strategically for further improvements? • Do governors evaluate the curriculum and quality of education? 	<ul style="list-style-type: none"> • SILG identifies strategies to improve the curriculum So there is a strong impact on attendance and behaviour. 	<ul style="list-style-type: none"> • Check reviews of the curriculum show improved standards and attendance that re at least in line with national averages and gaps are closing. • Check updates and reviews show behaviour is not deteriorating, particularly attitudes to learning?

WHAT WE WILL DO: **FINANCIAL AND COMMERCIAL EFFECTIVENESS**

Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
<ul style="list-style-type: none"> • Prepare and propose budget and 3 year forecast to meet School Development Plan Targets in line with YCAT strategy • Deliver budget and financial targets • Prepare monthly and year end monitoring in line with Financial Management Policy • Find and implement efficiencies from local school procurement opportunities • Ensure compliance with YCAT policies (see more detail on 'Compliance' below) • Lead proposal development for significant building projects and refurbs • Manage delivery of above projects 	<ul style="list-style-type: none"> • Support and challenge on the development of, and input to the budget • Monitor and challenge school finances • Monitor and challenge locally led procurement • Support and challenge and input to the development of school building/ refurbishment proposals • Monitor school building projects • Manage commercial and financial risk at the school level and escalate to YCAT level in accordance with the Risk Management Strategy • Ensure YCAT policies are implemented within the school 	<ul style="list-style-type: none"> • Prepare and propose budget for YCAT Central Services • Consolidate school level budgets and prepare overall YCAT Budget and 3 year forecast • Prepare termly monitoring against YCAT budget • Prepare and submit all external financial returns including EFA Budget, Annual Return, March Accounts Return (where appropriate), Annual Financial Statements + any ad-hoc assurance requests • Manage external and internal audits • Maintain risk register for key strategic risks • Support building projects including sourcing funding where appropriate • Monitor YCAT level contracts and find/ implement efficiencies from procurement opportunities • Manage YCAT cashflow • Manage relationship/ returns with HMRC, Pensions etc. • Manage list of statutory policies 	<p>SILG:</p> <ul style="list-style-type: none"> • Provide input to YCAT Central and FRAR on financial implications of strategy for improving pupil outcomes • Prepare 'Trustee's Report' for Annual Financial Statements • Agree policies for Health and Safety, Safeguarding, SEN, Admissions and Exclusions <p>FRAR</p> <ul style="list-style-type: none"> • Agree YCAT Central budget • Agree YCAT level budget and 3 year forecast • Monitor YCAT level finance on a termly basis • Monitor strategic risks • Agree content of 'Annual Report and Financial Statements' • Agree scope for internal audit • Monitor outcomes and recommendations for internal and external audit and agree actions • Agree priorities for YCAT Central procurement • Agree strategic investments • Agree policies for finance, HR, risk management 	<ul style="list-style-type: none"> • Ratify YCAT Budget and forecast and ensure it is aligned to YCAT strategy • Ratify Annual Report and Financial Statements • Agree actions on strategic risks • Agree any strategic actions identified through budget setting and monitoring (i.e. monitor exceptions) • Review list of policies annually

HOW WE WILL MEASURE SUCCESS- **FINANCIAL AND COMMERCIAL EFFECTIVENESS**

Strategic Measure	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Financial control	Monthly: revenue balance at least equal to budget	Termly: Revenue balance at least equal to budget	Prepare: Termly: Overall YCAT revenue balance at least equal to budget Monthly: Minimum cash level of £x Annually: Output from Internal and External Audit	FRAR: Review: Termly: Overall YCAT revenue balance at least equal to budget Termly: Minimum cash level of £x Annually: Output from Internal and External Audit and agree actions	Termly: RAG rating provided by FRAR on overall financial control Annually: Key issues from internal/ external audit and agreed actions
Effective use of resources	Prepare: Termly: savings made through local procurement against target set Annually: benchmarking	Review: Termly: savings made through local procurement against target set Annually: benchmarking	Prepare: Termly: Savings made through re-procurement at YCAT level against target set Annually: benchmarking and comparison across YCAT schools	FRAR: Review: Termly: Savings made through re-procurement at YCAT level against target set Annually: benchmarking and comparison across YCAT schools	Termly: RAG rating provided by FRAR for 'effective use of resources'
Long term viability	Prepare: Annually: School Revenue balance over 3 year period	Review: Annually: School Revenue balance over 3 year period	Prepare: Annually: Revenue balance over 3 year period Termly: Significant increase in risk rating for strategic risk, or new risk	Review: Annually: Revenue balance over 3 year period Termly: Significant increase in risk rating for strategic risk, or new risk	Termly: RAG rating provided by FRAR for 'long term viability'
Compliance		100% compliance with YCAT level policies	Prepare: Annual updated list policies ensuring new statutory requirements included	100% compliance with YCAT policies across all schools	Review: Annual updated list of policies

WHAT WE WILL DO: **YCAT GROWTH AND LEARNING**

Headteacher/ HART Business Manager (for CPD and HART)	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
<ul style="list-style-type: none"> • Identify potential new schools for discussion with SILG • Manage staff performance • Identify opportunities for and support staff development • Contribute to overall YCAT staff development through support to CPD and HART • Identify income generation opportunities for staff and collaborative opportunities to share expertise. 	<ul style="list-style-type: none"> • Support financial model of expert staff providing support in collaboration and remuneration to school • Support governors of interested new schools 	<ul style="list-style-type: none"> • Carry out due diligence for potential new schools • Project manage conversion of new schools 	<p>SILG:</p> <ul style="list-style-type: none"> • Provide presentations for schools interested in joining. • Identify and work with potential new schools with similar ethos • Propose new school additions to Full Board • Support new school due diligence process with regard to improving pupil outcomes and compliance with H&S, Safeguarding, SEN • Review overall staff development requirements and identify cross-YCAT initiatives • Manage delivery of cross-YCAT school improvement initiatives • Recommend potential new programmes for HART • Manage development of staff competencies and accreditation to support income generation • Manage succession planning <p>FRAR</p> <ul style="list-style-type: none"> • Support new school due diligence process with regard to financial and commercial effectiveness 	<ul style="list-style-type: none"> • Agree decision to proceed with new schools subject to due diligence • Make final decision on new school joining YCAT • Agree key decisions regarding succession planning

HOW WE WILL MEASURE SUCCESS: **YCAT GROWTH AND LEARNING**

Strategic Measure	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Bringing in new schools	Headteachers communicate with schools who have similar values.	Talk to and support governors interested in joining YCAT.	Established robust due diligence process	FRAR: Growth in line with financial strategy Robust due diligence completed	Termly: Size of YCAT (schools, staff, pupils, income) compared to target
Supporting other schools	Planned balanced release of school staff to deliver support.	Support staff working beyond school for remuneration.	Established effective remuneration system for school support.	Strategically planned CPD to nurture and develop expertise for school to school support.	Evaluate impact of school to school support and costs.
Growing and retaining our staff	Identified talent to grow across schools provided with bespoke CPD	Accepted that staff need time to train and develop their skills.	Identify ways to financially support growth of staff.	Mentoring support provided to talented staff.	Approved resources to develop further skilled staff.
Succession planning	Agree need to plan future skilled staff to meet YCAT needs.	Governors agree need to target development for talent managed staff.	Resources allocated to support training of talented staff in succession plan.	Mentoring, challenge and support provided for targeted staff.	Approve financial resources to support CPD and mentoring.

WHAT WE WILL DO: COMPLIANCE

Policy area	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Health and Safety	<ul style="list-style-type: none"> Responsible for local implementation of policies including development of school procedures and internal reporting on statutory requirements and continuously improve effectiveness. 	<ul style="list-style-type: none"> Monitor school compliance with YCAT Health and Safety policies and statutory obligations as well as challenging schools to ensure best practice is followed and continues to improve. 	<ul style="list-style-type: none"> Maintain list of up to date YCAT policies 	<p>SILG:</p> <ul style="list-style-type: none"> Proposes YCAT H&S policies Monitors school H&S by arranging inspections/ audits Supports schools with implementation as needed 	<ul style="list-style-type: none"> Approves H&S policies (agreed delegation to staff trustee) Accountable for ensuring a healthy environment for staff, pupils and other persons on YCAT properties
Safeguarding	<ul style="list-style-type: none"> Tailor YCAT policy to reflect school specific needs Appoint a Designated Senior Person Manage all safeguarding complaints (except those against head) Responsible for referrals for children at risk outside school environment 	<ul style="list-style-type: none"> Approves School Safeguarding Policy Monitors implementation of safeguarding through reports from DSP on the measures being taken to ensure compliance and further improve provision. Ensure the policy is followed and translates into an effective culture across the school. 	<ul style="list-style-type: none"> As above 	<p>SILG</p> <ul style="list-style-type: none"> Proposes YCAT Safeguarding Policy Consulted in responding to any complaint against a member of staff Supports schools to assess the need for referrals for children at risk Supports further improvements in schools' systems. 	<ul style="list-style-type: none"> Approves YCAT Safeguarding Policy Accountable for all legal responsibilities Responsible for dealing with any complaint against a headteacher
SEND	<ul style="list-style-type: none"> Sets school specific SEN Policy Appoint SENCO role. Responsible for implementation in line with statutory requirements 	<ul style="list-style-type: none"> Monitors and challenges implementation of SEND policy and performance of SEN children Ensure the school's adopted policy is met in full by governors and staff 	<ul style="list-style-type: none"> As above 	<p>SILG</p> <ul style="list-style-type: none"> Proposes YCAT SEN Policy Supports development of School SEND policy Supports schools and monitors implementation. Provides extra support to schools appointing new SENCO. 	<ul style="list-style-type: none"> Approves SEND Policy Accountable for all legal responsibilities

Policy area	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Admissions	<ul style="list-style-type: none"> Responsible for implementation of YCAT admissions policy in line with LA policy. 	<ul style="list-style-type: none"> Kept informed of major aspects such as policy and appeals Monitor fair access in line with guiding principles 	As above	SILG <ul style="list-style-type: none"> Proposes YCAT mandatory admissions policy Responsible for admission appeals for new YCAT schools Sets guiding principles for fair access/ in year placements protocols and provides expertise 	<ul style="list-style-type: none"> Approves YCAT Admissions Policy framework Accountable for all legal responsibilities
Exclusions	<ul style="list-style-type: none"> Responsible for issuing an exclusion, informing all relevant parties and managing any appeal processes 	<ul style="list-style-type: none"> Informed of any exclusion Makes final decision if governors' panel is needed 	As above	SILG <ul style="list-style-type: none"> Proposes YCAT mandatory exclusions policy Provides expert support to help manage exclusion appeals 	<ul style="list-style-type: none"> Approves exclusion policy Accountable for all legal responsibilities
HR	<ul style="list-style-type: none"> Ensures HR policies and processes are implemented in line with YCAT policies 	<ul style="list-style-type: none"> Monitors implementation of key YCAT policies especially pay and performance 	As above	SILG <ul style="list-style-type: none"> Identifies, in conjunction with external HR specialists, any necessary changes to YCAT HR Policies Sets YCAT HR policies 	<ul style="list-style-type: none"> Approves all HR statutory Policies Accountable for HR Compliance
Finance	<ul style="list-style-type: none"> Ensures finance processes are implemented in line with YCAT Financial Management Policy and procedures 	<ul style="list-style-type: none"> Monitors implementation of YCAT financial management policy and procedures 	<ul style="list-style-type: none"> Prepares YCAT Financial Management Policy Prepares YCAT Risk Management Strategy Prepares YCAT financial management procedures 	FRAR <ul style="list-style-type: none"> Approves YCAT Financial Management Policy Approves YCAT Risk Management Strategy Approves YCAT financial procedures 	<ul style="list-style-type: none"> Delegates approval of YCAT financial Management Policy and Risk Management strategy to FRAR Accountable for all financial compliance