

Trustees with Designated assurance responsibilities

Designated Trustees	Trustee	ELT Link	Committee
Health and Safety	Alex Hole	Daran Bland	FAE
Safeguarding	Paul Tallentire	Rebecca Jackson	Ed and SG
Pupil Premium	Simon Enstone	Paul Hill James Ellis	Ed and SG
SEND	Pam Powell	Paul Hill	Ed and SG
Careers	Mark Knapton	Nick Law	Ed and SG

Trustees with Designated assurance responsibilities

The Trustees are reliant on the work of the Local School Boards (LSBs) to provide them with assurances linked to a range of aspects of the work of each school in the Trust.

In the case of four of these aspects the Trust Board holds particular accountabilities (legal and regulatory). In relation to each of these four aspects the CIT Board has assigned an assurance responsibility to a named Trustee. The assigned Trustees will ensure that they have a broad oversight of their assigned aspect across the Trust's school.

The four aspects

- **Health and Safety** (in relation to the students and in relation to staff as part of the Trust's responsibilities as a good employer).
- **Safeguarding** and including provision to support positive mental health of students and staff.
- The use of the dedicated **Pupil Premium** funding to support disadvantages students.



- Provision for those students with **Special Educational Needs and Disabilities (SEND)**.

Expectations of the assigned trustees

Health and Safety

- **Read the school level H and S reports submitted by the Executive Lead for H and S**
- **Read the available external H and S audit reports for each school**
- **Read the LSB Assurance reports for each school**

Determination of levels of assurance for the Board of Trustees regarding:

- The levels of compliance of the Trust regarding statutory H and S matters;
- The robustness and thoroughness of risk assessments and interventions to address any identified issues which compromise the Health and Safety of students and/or staff.

Advise the Trust Board regarding:

- any required changes to Health and Safety policy and to operational approaches to risk assessment.
- any required budget spends to ensure that Health and Safety matters are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to Health and Safety matters.

Safeguarding

- **Read the school level Safeguarding reports submitted by the Executive Lead for Safeguarding**
- **Read the Safeguarding 'Health Check' reports for each school**
- **Read the LSB Assurance reports for each school**

Determination of levels of assurance for the Board of Trustees regarding:

- The ways in which any significant issues affecting the school in relation to safeguarding are being handled effectively
- The capacity of the Designated Safeguarding Leads to manage the number of cases requiring intervention
- The robustness and thoroughness of procedures which ensure that students are safeguarded in relation to each of the dimensions of Safeguarding
- The effectiveness of the curriculum provision to help students to keep themselves safe



- The provision in place in the school to support the positive mental health of all students and staff
- The effectiveness of the Safeguarding/Child Protection training pathways for staff. For example, how the lessons learnt from Serious Case Reviews are disseminated and evaluated.

Advise the Trust Board regarding:

- any required changes to Safeguarding policy and to operational approaches to safeguarding procedure.
- any required budget spends to ensure that Safeguarding matters are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to Safeguarding matters.

Pupil Premium

The use of dedicated funds to support disadvantaged students

- **Read the Pupil Premium reports on the websites of each of the Trust's schools**
- **Read the LSB Assurance reports for linked to Pupil Premium**

Determination of levels of assurance for the Board of Trustees regarding:

- The effective use of pupil Premium funding to support students in the Trust schools i.e., use that is informed by the specific needs of students in receipt of the funding and by research findings regarding effective interventions to support these needs.
- The quality of on-going monitoring by the schools of the impact of interventions funded by the pupil premium funding.
- The impact of pupil premium funding on student outcomes. Are differences being diminished between the attainment and progress of students in receipt of pupil premium funding and those who are not?
- The compliance of the websites of each school regarding pupil premium spend and its impact.
- How 'student voice' is captured and factored into Pupil Premium provision.

Advise the Trust Board regarding:

- any required changes to policy and to operational approaches to supporting disadvantaged students.
- any required budget spends to ensure that provision linked to disadvantaged students are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to matters linked to provision to support disadvantaged students.
- the numbers of pupils in receipt of pupil premium in each school: totals and cut by groups.



Provision for students with Special Educational Needs and Disabilities (SEND) in mainstream schools

- **Read the LSB assurance reports linked to pupil groups**

Determination of levels of assurance for the Board of trustees regarding:

- How well each school identifies students with SEND – and how their needs are addressed.
- How effectively SEND funding is allocated and spent.
- How students with SEND are helped to access the curriculum and participate fully in the life of each school.
- The appropriateness of the culture and ethos of each school to support pupils with SEND
- How effectively the school works with the parents of students with SEND for example their involvement in reviews of progress.
- How the schools meet their Equality Act duties for pupils with disabilities.
- The degree to which the schools: take account of the SEND Code of Practice when carrying out their duties in relation to pupils with SEND; co-operate with the local authority in developing the local offer and publish on-line a school SEN information report.
- The regard the schools have to the statutory guidance supporting pupils at the school with medical conditions. Arrangements to support pupils with medical conditions.

Advise the Trust Board regarding:

- any required changes to policy and to operational approaches to supporting pupils with SEND.
- any required budget spends to ensure that provision linked to SEND provision are fully compliant and exemplary in relation to recognised best practise.
- any improvement priorities linked to matters linked to provision to support SEND students.

Careers

Academy Trusts are responsible for ensuring their students receive independent and impartial careers guidance, often weaving this provision throughout the curriculum. They are also responsible for ensuring compliance with statutory requirements regarding careers guidance and provider access.



- **Read the LSB Assurance reports for linked to Careers -**

DFE guidance on Careers provision

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/careers-guidance-and-access-for-education-and-training-providers)

OFSTED Inspection Framework:

[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-inspection-handbook)

Gatsby Benchmarks

[Good Career Guidance | Education | Gatsby](https://www.gatsby.org.uk/guidance/education)

RCT Curriculum Policy

<https://www.robertcarretrust.uk/attachments/download.asp?file=107&type=pdf>

Read information and guidance provided by:

Determination of levels of assurance for the Board of Trustees regarding:

- Assurance that students have access to high quality support linked to careers related decision-making and preparation for the world of work including developing students' awareness of routes into employment, education, and training, post 16 and 18

Advise the Trust Board regarding:

- There were any NEETs (Not in Education, Employment, or Training) last academic year.
- How the school is going to collect destinations data. Is this the same as last year? What has changed?
- What the careers strategy is for this academic year.
- Are there any areas of weakness relating to the Gatsby Benchmarks? How are these going to be addressed during the year?
- When will students have their careers interviews?
- Does the careers leader have full backing of the headteacher/governing body and how is this demonstrated?
- Is the Provider Access Statement published on the school website?
- Has the Careers Leader received any online training?
- Has a Compass evaluation taken place?
- How are careers embedded across all subject areas?
- How are students having meaningful encounters with post-16 providers?
- How are students having meaningful work experience placements by 16 and 18?
- Does the school have adequate safeguarding and health and safety arrangements in place if/when students take part in work experience, or other activities off the school site?