

Performance reviews of school trust executive leaders

Process planning and delivery

Produced in association with



brownejacobson^{LLP}

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Confederation
of School Trusts

The voice of school trusts



The Confederation of School Trusts is the national organisation and sector body for School Trusts in England, advocating for, connecting, and supporting executive and governance leaders. Our members are responsible for the education of more than three million young people.

Bringing together trusts from every region and of every size, CST has a strong, strategic presence with access to government and policy makers to drive real change for education on the big issues that matter most.

brownejacobson^{LLP}

Independently recognised as one of the best education law practices in the country, Browne Jacobson has a wealth of sector-specific knowledge and experience to assist School Trusts, managing estate and construction projects, employment issues and funding matters, to intellectual property, health and safety, defamation and disputes.

The firm has bases in London, Birmingham, Manchester, Exeter, Nottingham and Dublin.



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Introduction

The performance review of the chief executive of a school trust is one of a trust board's most significant responsibilities. It is key to the board's leadership of strategy and values, its accountability for educational outcomes and financial health, and supports the development and well-being of the trust's most senior employee.

School trusts have the freedom to define their own appraisal process for chief executives in line with their trust's ethos and values and approach to performance management. This guidance offers advice on how you can ensure effective processes.

Trusts leaders have a range of job titles for their most senior employee, including chief executive, executive leader, and executive head. For brevity, we use chief executive throughout this guidance.

About this guidance

Process planning and delivery is the second in a series of three guidance notes on the performance review of chief executives. The series provides robust sector- and role-specific guidance on the principles and practices of executive performance review to support your trust's process from end-to-end, whatever its size or stage of development.

The guidance has been developed by the Confederation of School Trusts in partnership with BlueSky Education, experts in appraisal and professional learning, and Browne Jacobson, experts in education HR and law.

Together, these guides aim to help trustees to deliver effective executive performance review as part of their strategic governance practice:

- *Understanding the challenge: winning hearts and minds* sets out the purpose of executive performance review and helps trustees to prepare for it by understanding the challenge, identifying the right resources – people, tools, and technology – and building the strong relationships required.
- *Process planning and delivery* provides a step-by-step guide to preparing and delivering an effective, purposeful, and developmental performance review for your trust's chief executive.
- *Continuing the conversation* explores the benefits of interim reviews and looks at how to increase the impact of your trust's review process by maintaining focus on performance in the relationship between the executive leader and the chair across the year.

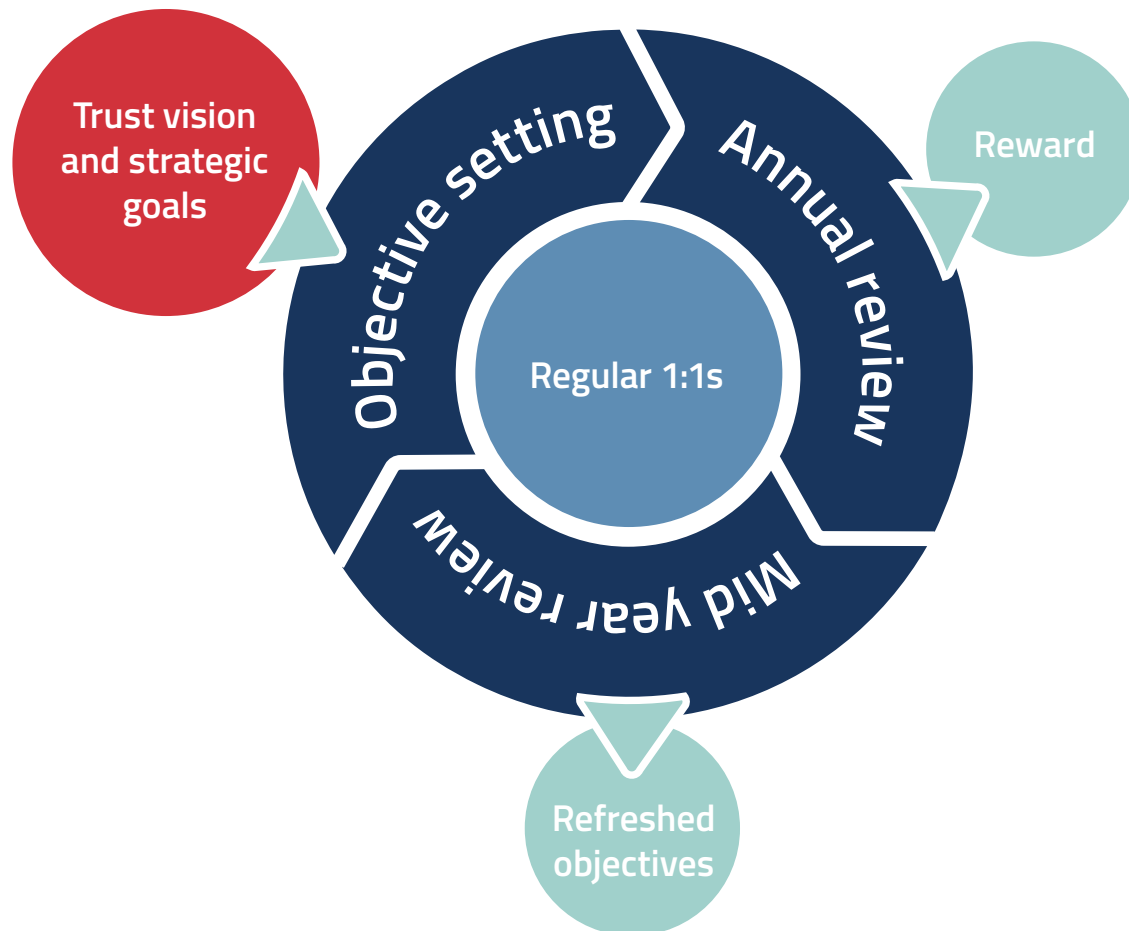
This series does not support board decision-making about pay and reward. Further reading on this can be found in our guidance on executive remuneration.

Who is it for?

This guidance is for chairs of trustee boards and trustees with a role in the executive leadership review process, such as serving on the appraisal panel, nominations or pay committee. It will also be of interest to the governance and human resources professionals in school trusts who support board and leadership development.

Preparing for executive review

There are several preparatory steps needed to ensure that you run a smooth and effective review process. These begin well before the formal review process – most importantly, the ongoing relationship between chief executive and chair should continually reinforce the standards and expectations by which performance will be judged. It is important that the chief executive, and indeed the wider trust, are clear on what is most important to your trust, and what success looks like in the form of your vision and strategic goals.



Aligning policy and process

As explained in our first guidance document, it is the board's responsibility to ensure that a robust appraisal policy is in place for staff at all levels. It is good practice for the board to review the policy and procedure regularly.

The board should consider how the executive performance review is delegated and ensure that this is embodied in policy, procedures, your scheme of delegation and, where relevant, committee terms of reference. It is essential for all trustees to understand the process and what their role will be.

The board should also understand any relationship between the appraisal process and pay policy.

Timescales and related processes

It is likely that timescales will be set out in your appraisal and pay policies; make sure that these are realistic and achievable, and that your processes align with them.

In most cases, the process will focus on an annual review meeting. It is important

that you consider when this needs to take place and then work backwards to ensure a realistic timetable. For example, if you are planning to use an external advisor or use a 360 review you will need to set the wheels in motion well in advance of the annual review meeting itself, so that evidence and feedback can be gathered and reported in good time.

It is important that the annual executive performance review strikes the right balance between reviewing past performance against targets and objectives, and a discussion about the future, including the chief executive's career aspirations, development plans and wellbeing. This can be aided by holding regular, shorter, meetings throughout the year, avoiding a strong need to spend most time reviewing the past. A good rule of thumb would be to spend 20% of the time discussing the past and 80% focussing on forward-looking elements.

Objectives for the chief executive should be closely linked to the trust's strategic development plan, so you will need to consider if your plan is still in good order. It is good practice to complete your visioning exercise and have your trust strategic development plan in place before you agree objectives for the year ahead. These can then feed on into performance reviews and development plans for the chief executive and wider trust.

Keeping to agreed timings is important for both the smooth running of the trust and for helping everyone involved feel valued. You should avoid rescheduling review meetings wherever possible, and schedule sufficient time for them to take place without being rushed.



Panel composition and external inputs

Your policy and procedures should set out who will be involved in the review process. This would typically be a review panel made up of two or three trustees. As part of your preparation, it is good practice to assess the skills and competencies of the trustees who are to make up the panel: are the panel members trained? are there any knowledge gaps?

It is quite commonplace in the school trusts sector to involve an external advisor. The role of an external advisor is explained in our first guidance document.

Evidence gathering

An important and distinct step in preparation is gathering evidence. Best practice is for regular conversations to have taken place throughout the year between chair and chief executive and so there should be lots of evidence gathered throughout this period. The aim for the annual review meeting should always be 'no surprises'.

Other types of evidence can include:

- gathering views of chairs of sub-committees of the board
- gathering perspectives of other staff
- staff surveys
- 360-degree reviews
- performance data

Inputs and evidence

How do we evaluate performance?

Effective appraisal is a vital component of governance, and successful governance of a trust should revolve around shared accountability.

The chief executive is your linchpin – the person that sits at the centre, keeps you moving towards your strategic goals, and who stops the wheels coming off if things go awry. The trust board and the chief executive have a shared responsibility to ensure that the review process is not just a mechanism for accountability, but a means of providing support and encouraging professional development.

Getting the process right will have a significant impact on the quality of provision and ultimately the life chances of learners in your schools.

In order to evaluate performance, care should firstly be taken over how objectives are structured. Each objective may be treated as an end goal but include smaller steps, or milestones, that are required to make progress towards achieving the goal.

These milestones provide 'stepping off' points, giving an objective focus to evaluate the journey throughout the year through regular focussed conversations between the chair and chief executive. These conversations can also identify further development needs and pragmatic re-alignment of objectives.

Development and retention of effective chief executives has significant value for both the individual and the trust; disaffection or unplanned change at senior levels can be disruptive for the whole organisation. Especially for first-time chief executives a climate of support and preparation through development of key knowledge and skills can help ensure a successful transition and protect the organisation.

Chief executive self-evaluation

Self-evaluation is an important part of the review process. It will inform objective setting by helping identify the chief executive's areas of strength and where they need to develop further.

It would be wise to encourage the chief executive to carry out regular self-evaluations during the year. A full self-evaluation may be useful at the outset of an appraisal process, but once bedded in we recommend that any self-appraisal that forms part of the annual review is tightly focused on two or three areas of responsibility only; attempting to cover all areas is likely to be overwhelming and risks being superficial.

Peer and stakeholder feedback

Allowing feedback to be a part of professional practice is critical to long-term success.¹ Mechanisms should be in place

¹ [Five ways feedback from staff can help school leaders grow](#), Mike Woodlock, Edutopia, December 2021



to allow meaningful engagement with colleagues and stakeholders; this can be very effectively managed with a 360 review. It is important to listen to staff and, where appropriate, involve them in processes. There are many ways this information can be collected: surveys, staff conferences, asking direct questions, and inviting colleagues to identify target areas for improvement.

CST's [Assurance framework for trust governance](#) highlights that boards should have access to the information and data needed to hold executive leaders to account, including on education and financial measures, and systems that ensure the board is accessible and answerable to parents, carers, and the community. Whilst this feedback can sometimes be hard to swallow it is vital in modelling commitment to professional growth.

Evaluating and responding to feedback is most effective when viewed as a year-round task and not a one-off event. Regularly reviewing and acting on feedback prevents problems festering. It can also lead to a pragmatic reconsideration of priorities and objectives, to ensure the organisation remains on track to meet its goals.

Assessing skills and competencies

Competencies act as a key performance indicator. They allow the trust to lay out what is expected and provide clear indications about what behaviours and actions will be valued. These should be specific to the role, not just general qualities.

CST's [Core responsibilities of a school trust chief executive officer](#) sets out six overarching core responsibilities. This framework can be useful when carrying out a skills audit and can be referenced in performance review discussions. Using a competency-based system provides the chief executive with a well-defined set of behaviours that are required in their role and can provide focus and structure to regular conversations with the chair.

Tools such as 360 reviews can enable a more balanced evaluation of competence: what one individual may self-evaluate as a weakness may be seen in a different light by someone else. It is also a vital component in reducing bias and broadening the reach on feedback.

Changes to staffing over time may make it sensible to adapt objectives and milestones to reflect evolving competencies with your particular trust leadership. A strengths-based approach may lead to responsibilities shifting to make the best use of new members of the leadership team, or to avoid gaps in oversight if someone leaves. This also enables a much richer discussion about the roles of the broader team and the distribution of accountability beyond the chief executive alone, which can help inform succession planning.

Evidence of trust performance

It is the responsibility of the board and the chief executive to set whole-trust strategic goals that closely reflect your trust's strategic visions. These may be a mix of immediate, relatively short-term objectives, or objectives that reflect where you want the organisation to be in three to five years. Self-evaluation and distributed accountability can then be managed in the discussion accordingly to reflect the current context and priorities.

Core responsibilities

- Strategic leadership – Trust values, culture, and strategy
 - Quality of education
- Finance, sustainability, and compliance
 - People strategy
- Governance and accountability
 - System leadership and civic responsibility

Core responsibilities of a school trust chief executive officer, Confederation of School Trusts

In a high-performing trust the board and its committees will regularly receive a clear picture of school and trust performance based on data and qualitative information. It is critical that this matches with your trust's stated goals, helping provide a shared understanding and common language within the school community.

It can then also act as an effective, defining backdrop to the evidence that supports the achievements of the chief executive within the performance review.

Other assessments

Trusts and chief executives will be subject to several external assessments.

Ofsted does not currently formally inspect trusts but may carry out batched inspections of schools, leading to what it terms summary evaluations. The Department for Education's regional directors and local authorities may review aspects of a trust's activities. Schools with a religious character will have specialist denominational inspections, and trusts may host specialist hubs with their own quality assurance regimes.

There remains significant discussion of what constitutes a strong trust and external assessments will focus on different elements, but the role of the chief executive as organisational lead is clearly key. CST's discussion paper, [What is a strong trust?](#) sets out some key indicators for this.

External inputs will be useful evidence, but much will depend on your trust's particular circumstances. Finding a common language about performance and expectation is a critical part of establishing a successful performance review. There is a need for real clarity on accountability within the trust, and the chief executive's role.

Benchmarking schools within a trust - using key indicators of performance and culture to recognise improvement and target action - is an ideal way to aggregate a common understanding of expectation and achievement, and focus the language on distributed accountabilities. This helps the chief executive to be supported through a 'golden thread' of accountability recognised by the trustees and shared throughout the trust.

Principles of a strong trust

- Expert governance
- Quality of education
- Workforce resilience and wellbeing
- Efficiency and effectiveness of operational structures
- Public benefit and civic duty

What is a strong trust?
Confederation of School Trusts

Conducting the review meeting

Establishing context

Prior to the appraisal meeting it is important to set the scene. The context and the journey that the trust has been on should be clearly understood by everyone, with a common language about performance and expectation. It would be foolhardy to assume that the course of the academic year will always be smooth sailing; there are always a few rogue waves along the journey that will unsteady the boat. These must be considered when reviewing progress.

When context is clear it is easier to establish trust priorities. A vital element in context-setting is engaging with the wider leadership team. By understanding the whole team's roles, responsibilities, skills, and competencies, it becomes easier to highlight where the chief executive can make the biggest impact on the trust's priorities. It also helps identify where support can be provided, whether from the broader team or through professional development.

Using strengths as a basis for discussion

Research by Stefanyszyn found that people working from strengths perform better and stay longer within an organisation.² A strengths-based approach will therefore lead to greater confidence and stability, which in turn will have a positive impact on leadership.

In order to use this approach it is imperative that the strengths within your teams are widely known. These can then be used to build on the priorities of the trust. The strengths of the chief executive should be leveraged to enable the trust to make progress, and support from others should be used to bolster areas where the chief executive has less experience or expertise.

By taking note of success the good that has occurred is highlighted, the search for the scapegoats subsides, and the appetite for risk taking and learning grows in an environment where people become more open, forthcoming, and confident.³ Conversations evolve from complaining to celebrating, amplifying the things that make positive changes.

This does not mean the review should be free from challenge. One way of delivering such feedback is the 'noticing technique'. This works by you sharing with the executive a strength that you have noticed in their performance and tell them how it makes an impact. This is a far more meaningful way of delivering feedback than by



² Stefanyszyn, K. (2007), *Norwich union changes focus from competencies to strengths*, Strategic HR Review, 7, 10–11

³ Tschannen-Moran, M & Tschannen-Moran, B (2011), *Taking a strengths-based focus improves school climate*, Journal of School Leadership, vol. 21, no. 3

just stating that the executive is great at 'x,y,z' with no context.

The next stage of this is to offer developmental feedback. This works by following up with an example of where you noticed the executive not using this particular strength. Ask why that might be and share what the impact was of the executive not using their usual strengths. Ask what support the executive might need.

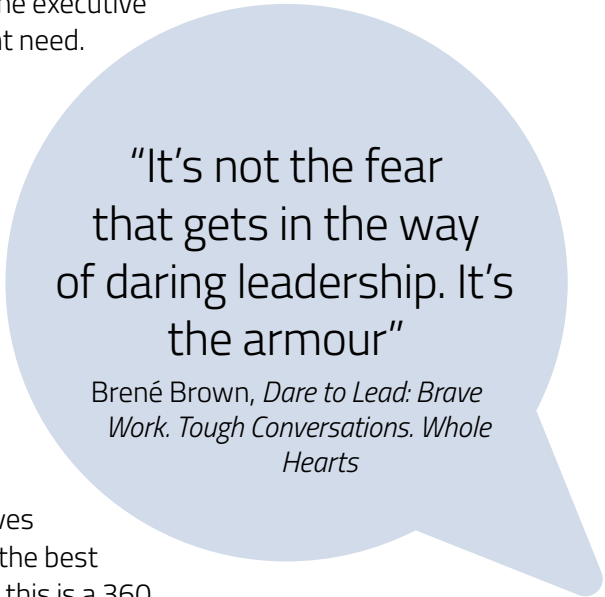
Giving honest feedback

Asking for, or delivering, honest feedback can be uncomfortable. Building on an environment where strengths form the basis for discussion can make the delivery of honest, critical feedback more difficult.

Changing our mindset to believe that vulnerability is a strength allows us to overcome this. If an chief executive does not ask for feedback from their teaching colleagues, it may not be seen as reasonable for teachers to accept feedback from the executives, or from their students.

Developing the right culture is critical here and the best chief executives will lead by example, seeking feedback from those they work with in the best interests of the young people they serve. An ideal tool for supporting this is a 360 review, which can give clear feedback from a wide range of stakeholders.

Kim Scott developed a whole approach to feedback in her book *Radical Candor*.⁴ Despite the title, this is not about brutal honesty, but rather 'radical candor' is about caring personally and challenging directly, about soliciting criticism to improve your leadership, and also providing guidance that helps others grow. It focuses on praise but doesn't shy away from constructively identifying problems. We will explore this further in the third part of this series.



"It's not the fear
that gets in the way
of daring leadership. It's
the armour"

Brené Brown, *Dare to Lead: Brave
Work. Tough Conversations. Whole
Hearts*

Delivering difficult messages

Language is a powerful tool that must be used carefully, particularly in situations where an individual may feel judged or criticised. Mary Myatt describes using distancing language, where a gap is created between what is being discussed and the person we are discussing it with.⁵ This ensures the work is being critiqued, rather than the person.

Considering three distinct components can help to increase the success of a difficult conversation:

- **Structure:** it is vital that your message is clear to ensure that it is heard. The key message should be well thought out, with the language of delivery carefully planned
- **Emotional management:** difficult conversations are more than often associated with emotion. Learning how to manage our own emotions and understanding the emotions of the receiver is crucial.
- **Trust:** if action isn't taken following a conversation this may be down to a lack of trust in the interaction. Being aware of non-verbal communication and the impact this may have can increase the likelihood of positive action following the conversation.

⁴ Scott, K (2017), *Radical Candor: How to Get What You Want by Saying What You Mean*

⁵ Myatt, M, (2022), [No one wants to feel like a muppet](#)

Managing challenge and creating alignment

When conducting the meeting, questions should be posed which allow the opportunity for the chief executive to elaborate, and for the chair to explore the responses further.

Questions should be open, encourage discussion, and allow the chair to question and challenge evidence presented in a respectful and positive way.

Constructive and solution-focussed discussion should take place when evidence shows that progress has not been achieved to the anticipated extent. If the performance review is run as an agile process throughout the year with 'stepping off' points, then there should be no surprises in the final appraisal review.

This allows for a forward focus forward on the next steps, with the chair and the chief executive working alongside one another to support progress towards your trust's priorities.



Setting objectives

When setting objectives it is important to consider the end goal, whilst remembering that goalposts can move in the ever-evolving landscape of education; changes and adaptation must occur where necessary. The milestones for reaching these goals should also be considered and it must be clear to all what success will look like at each stage to enable clear, objective conversation.

Objectives should take into consideration the strengths of those within the trust, not just the chief executive, and where these can best be utilised. Similarly, it is vital to identify areas where expertise is lower and where further support or professional development is required: training may itself be an objective.

SMARTER objectives

The chief executive is ultimately responsible for achieving their objectives and as such should be involved fully in setting them. The concept of SMART goals is familiar to many, but surely SMARTER goals are even better?

- **Specific:** when goals are not specific they are too broad to guide those responsible for meeting them
- **Measurable:** success criteria should be agreed so it is clear what success looks like and when goals have been achieved
- **Attainable:** goals should encourage a certain amount of stretch. Any goal that is too challenging may lead to resentment and ultimately failure. A goal that is too easy however can lead to missed opportunities and mediocracy
- **Relevant:** the goals set should be appropriate to context, priorities and the responsibilities of the chief executive
- **Time-bound:** goals must have a deadline, something for the chief executive to aim for. An agile approach to the performance review will include a series of key review points where each objective, and the milestones planned into achieving this objective, are reflected upon

But what about the E and the R? For the most effective objectives we can also include 'Evaluated' and 'Reviewed'. These two steps go hand in hand.

During the year, regular evaluation of objectives should take place: are the objectives still relevant to the context? Do they need tweaking? Objectives are best not set in stone; flexibility should be encouraged to reflect pragmatic business needs.

Example objectives with key results – achievable, time bound, action steps

Objective	Key results	Timeline for update catch ups	Impact / success criteria
<p>Work with the executive team to create a 'one team' culture across the trust and establish an action plan highlighting continued developments</p> <p>Review date: Monday 5 June 2023</p>	Engage directly with senior school leaders to understand their interpretation of the trust's culture and establish a common language	End of October Half Term 2022	Establishment of a common language around trust expectations – with a particular focus on key priorities
	Ensure timetabled opportunities occur for senior leaders from our schools to visit one another's schools and observe how the trust vision is manifesting itself in their context and to understand their individual challenges	15 December 2022	A shared understanding of the challenges and successes across our schools and a williness for senior leaders to share experience and expertise to enable all schools to maximise their progress towards achieving our trust priorities
	Visit the Trust's schools to understand how the trust's 'one team' culture is being brought to life and share this with the leadership teams of our schools	By Easter break 2023	
	Work with the senior leaders from our schools to begin to problem solve challenges and support the 'one team' culture establishing an action plan for continued developments	31 May 2023	
<p>To provide effective leadership support, coaching and the appraisal for the four headteachers in our trust.</p> <p>Review date: Monday 16 October 2023</p>	Work with each headteacher to understand their own school priorities and how they align with trust priorities	End of October Half Term 2022	For each headteacher to be able to clearly articulate the relationship between their school and the trust priorities
	To negotiate the specific objectives and in doing so the priorities for working practices for each headteacher	End of October Half Term 2022	
	For each objective agree success criteria linked back to school and trust priorities with key results that will support ongoing conversations between myself and the headteachers	30 November 2022	To be able to share their agreed objectives and professional development targets and how they will elicit support
	To define any direct gaps in their individual skill set that may limit their ability to impact on their agreed outcomes	15 December 2022	To explain how the actions they will undertake deliver on the agreed success criteria
	To support them in sourcing professional development opportunities to build on their competencies, or identify where they might source support direct from their own or trust teams	15 December 2022	To have evidenced regular conversations about progress and blockers, evidencing how these have been overcome or impacted shifts in priority
	To establish a timetable for regular catch ups to discuss progress with each headteacher re key results and provide support with any blockers or redefine objectives as required	28 February 2023, 30 April 2023, 15 July 2023	
	To complete the review of the year with a focus forward on priorities for the new year ahead.	30 September 2023	To have documented measurable outcomes along the way

Balancing trust and individual development

The executive performance review process should reflect the very best practice aspired to by the trust, and the performance and appraisal policy applied to all staff. It is an ideal opportunity to set the tone from the very top of the organisation and begin the process of aligning cultures.

It is people that have the greatest impact on adding value in any organisation, and understanding the alignment between the needs of the trust and its people, at every level in the organisation is critical. Success is achieved through goal congruence: setting objectives with your people that work to their strengths, enabling them to maximise their impact on outcomes, and so improve morale, job satisfaction and motivation. Where gaps occur in the skills needed and the people profile, professional development can add huge value. This can also present opportunities in succession planning and talent management.

There is a strong correlation between autonomy and job satisfaction, perception of workload, and retention. It is imperative that when setting objectives that the employee is given the agency to achieve them; this is especially important for the chief executive. Goals must be attainable not just in theory, but in practice.

Pitfalls when setting objectives

Potential mistakes to be avoided include:

- Setting objectives that are not genuinely mutually agreed between the board and the chief executive
- Setting objectives that are disconnected from the overall trust strategic development plan or vision
- Using a review panel that is not trained or equipped to deliver the executive performance review
- Lack of preparation leading to an executive performance review that lacks robustness and any meaning, becoming a 'tick in the box' process
- Getting the timings wrong and failing to make decisions in line with policy and procedure; this prevents them feeding into wider organisational planning
- Relying on the chief executive to do all the work; if the chief executive gathers all the evidence themselves, the review will lack the necessary independence.

The key to avoiding these pitfalls in the process is to ensure there is good communication and understanding between all parties involved.

Having a solid understanding of your trustees and their skill sets will ensure that the right individuals are involved in the appraisal process. Effective communication will ensure that the appraisal team has a shared vision about what the process entails. The relationship between the chair and the chief executive must be underpinned by mutual respect and understanding.

Effective communication and regular reviews of milestones that mark progress towards each end goal will also ensure there are no surprises; the process becomes much easier when small steps are planned and reviewed regularly through the year, not just in one high-stakes review.

Evaluation and reporting back

How you do this will very much depend on your agreed policy and procedures for the performance review.

It is good practice for boards to delegate the executive performance review to a committee or panel. For example, this could be 'People, Pay and Performance' or 'Remuneration and Performance Committee' - the board may then decide to delegate:

- the committee to make recommendations for the full board to decide or,
- the committee to make all decisions on behalf of the board.

Whatever your board decides to do, it is best practice to clearly capture this delegation in committee terms of reference, your scheme of delegation, and in the appraisal policy.

It is the committee or panel's job to advise their view on performance based on the evidence gathered and present a recommendation as to how well the executive has performed. This might mean the panel gives a recommended performance rating or they may report how the executive has performed against each objective. This is usually done as a confidential item in the full board meeting – the chief executive must step out of the meeting due to the conflict of interest.

At this meeting it is also recommended that the panel presents objectives for the coming year, fully connected to the trust's strategic development plan and vision. The delegation may involve the panel recommending objectives for the full board to approve.

Trusts may choose to link the outcome of the executive performance review with a pay award. If so, it is important that sufficient evidence is gathered, recorded, and reported to ensure that the board is ultimately able to make reward decisions that are compliant with the *Academy Trust Handbook* requirement for them to be robust and evidence based.



Questions to ask of your trust's approach

Each trust will need to form its own review process to fit its unique circumstances. The process may need to evolve over time.

Good questions to ask when reviewing your process include:

- ☐ Has the delegation of the executive performance review been captured appropriately in the policy, committee terms of reference, and scheme of delegation?

- ☐ Have you considered the timescales of when to carry out the annual executive performance review and how those timescales connect with full board meetings, strategy days, trust strategic vision, and the policy?

- ☐ Has the panel carrying out the executive performance review received training? Are there any obvious skill/experience gaps in the panel, for example in education leadership or financial management experience?

- ☐ Has thought been given to how the process is reflected throughout the year to ensure an agile, 'no surprises' approach that provides sustained support to the chief executive and reassurance to the trust?

- ☐ Is there a clear understanding throughout the trust of your strategic goals, and a shared language of priorities and what success looks like that informs executive and board actions throughout the year?

- ☐ Is it clear who is responsible for collating and assessing performance information, to ensure the right information is gathered and robust and independent assessment?

- ☐ Does your evidence gathering include a full range of stakeholder feedback, for example by using performance measures, external reports, an external adviser, or a 360 feedback process?

- ☐ If the review and pay processes are linked, are you gathering, recording, and reporting sufficient information for pay decisions to meet the requirements of the *Academies Financial Handbook*?

Exploring further

Training and advice

CST offers a virtual seminar for trustees, *Executive performance review explained*, and provides independent advisors for executive performance review through our governance advisory service.

Please contact our team at governance@cst.org.uk if you would like to explore further.

Guidance documents

CST members can access a range of related guidance documents from our website:

- [Assurance framework for trust governance](#)
- [Core responsibilities of a school trust chief executive](#)
- [Role description for the chair of the trust board](#)
- [The role of the accounting officer in a school trust](#)
- [What is a strong trust?](#)

Relevant guidance is also available from the Department for Education's website:

- [Building strong academy trusts](#)





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Suite 1, Whiteley Mill
39 Nottingham Road
Stapleford
Nottingham
NG9 8AD

0115 9170142

cstuk.org.uk

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