

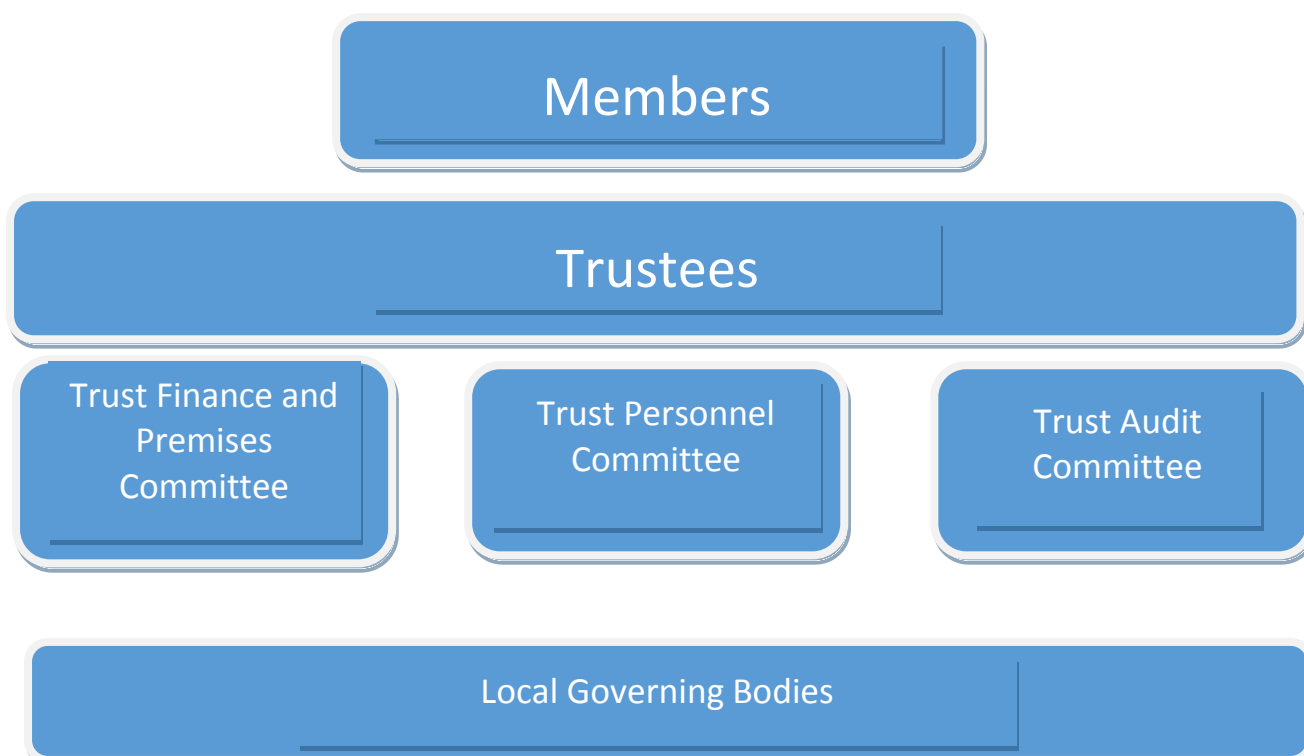
## **Trustee and Governor Documentation**

## The Roles of the Members, Trustees and Local Governors

All Members, Trustees and Local governors should adhere to the Nolan 7 principles of public life which are;

1. Selflessness – holders of public office should act solely in terms of the public interest.
2. Integrity – holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
3. Objectivity – holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. Accountability – holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness – holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
6. Honesty – holders of public office should be truthful.
7. Leadership – holders of public office should exhibit these principles in their own behaviours. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

## The Trust Governance Structure



- Trustees and Members

### **Trustees and Members**

- The members comprise of a small number of Trustees who act at as the “shareholders” for the company.
- The Members elect the Trustees (including the Chief Executive Officer – the only paid member of the Trustees)
- The Trustees have overall accountability for all the schools within the multi-academy trust.
- The Trustees (via sub-committees) manage all finances (including audit), premises and personnel areas of all the schools
- The Trustees review and agree the policies outlined in appendix 1
- The Chief Executive Officer runs the Trust on a day to day basis, line managing the executive team members and is held to account by the Trustees
- The Trust employs a fully trained OfSTED inspector who advises the board
- The Trustees may attend local Governing body meetings but the main method of communication between the Trust and the local governing bodies is via Governor Minutes and the Executive team reports to the Trustees.
- The Chief Executive Officer and the Chair of the Trustees will meet termly with the chairs of the local governing body

### **The Requirements of Local Governors**

There are three key requirements for each Local Governor;

#### **Be prepared**

1. Get to know the school through reading, discussion, and meeting the Headteacher and Chair of the LGB.
2. Read the legal framework for the school and the operations of the Trust by reading material issued to you (Articles of Association, Funding Agreement, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary.
3. Reading educational news articles in the press.
4. Commit to training and development opportunities organised by or through the Trust.

#### **Actively participate**

1. Attend meetings of the Local Governing Body, and any working groups that you are part of. Regular attendance at meetings is considered a minimum requirement.
2. Read all papers for meetings in advance of the meetings and then ask questions that provide clarifications, challenge or that aid further understanding of the issues and so help discussion about the decisions required.

3. Contribute at meetings, ensuring that you speak, act, and vote in what you believe to be the best interests of the school (while some Governors are elected by a particular part of our community, the responsibility of all Governors is to the school as a whole).
4. Agree to undertake a 'Lead Governor' role and fulfil it diligently if required.

#### **Act appropriately**

1. Work as a member of a team.
2. Respect confidentiality of information and opinions and the need for the LGB to have in-depth and private discussions.
3. Act within the framework of the policies of the Trustees, Local Governing Body and legal requirements.
4. Respect all Local Governing Body decisions and support them in public.

The role of a Local Governor is **not** to:

- Manage operations – that is the role of the Headteacher and senior staff; the role of Governors is to set strategy and hold the Headteacher to account for delivery of that strategy and performance
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes; the role of Governors is to ensure that students are making appropriate progress and that educational and HR policies are appropriate and being implemented.
- Make staffing appointments independently of the Trust. The Trust leads on appointments in close liaison with the LGB and Headteacher.

#### **Lead Governor Roles**

In addition to being part of the LGB, Local Governors will be expected to have a 'Lead Governor' role which will involve developing a greater understanding of a particular aspect of school life. The Local Governor will be expected to meet relevant staff and ask questions and seek evidence (including dip-sampling / audit of information) to ensure that policies and procedures are being followed and that performance is as reported to the LGB / Trustees and is acceptable.

The anticipated Lead Governor roles would be:

- Chair of the LGB – to support and challenge the Headteacher and liaise with the Board of Trustees.
- Pupils' achievement and progress with a Governor over seeing a "bucket" of Progress 8 (English/Maths, Languages/Humanities/Computing and All other subjects)
- Child protection and safeguarding – to review child protection issues / cases, to ensure that statutory and trust policies are being followed, and contribute to reviews of trust policies to ensure that they remain effective.
- SEND – to understand the strategies for supporting pupils with SEND; to monitor performance of those pupils and seek evidence for the effectiveness of the school

support for these pupils; and to contribute to the review of SEND provision and strategies.

- Pupil Premium to understand the strategies for supporting PP students; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of PP provision and strategies.
- Curriculum – To monitor the school curriculum to ensure that it is “broad and balanced” alongside promoting extra-curricular engagement and PSHE activities
- Attendance – To monitor student attendance and the effectiveness of the school strategies to improve this area
- To monitor Specific Key Stages or other areas e.g KS3, EYFS as appropriate in line with the school’s development plan

### **The role of the Chair of the Local Governing Body**

The Chair of the Local Governors has a key role within the LGB. In addition to the obligations and requirements upon all Local Governors that are outlined above, the Chair of Governors will:

1. Meet with the Headteacher at least monthly to understand current performance, issues and opportunities;
2. Be available for the Headteacher as required in the event of urgent situations;
3. Liaise with the Headteacher and Clerk to set the agenda for LGB meetings and to ensure that decisions taken at meetings are implemented and that actions are undertaken;
4. Support the Headteacher in engagement with the Trust, including attendance at and contribution to events organised for Chair of the LGB;
5. With the Headteacher, lead engagement with the Trustees, including regarding any Board appointed vacancies on the LGB to ensure that Trustees’ are aware of the necessary skills / knowledge / experience that the LGB requires;
6. Meet termly with the Chairs of the other LGBs and the Executive Headteacher, members of the executive team and Trustees with appropriate regularity to ensure effective engagement, understanding, support and challenge within the Trust.
7. All items may be undertaken by the Vice Chair in the absence of the Chair.

### **Terms of Reference of the Local Governing Body (LGB)**

#### **Purpose**

- To implement the curriculum for the school and monitor standards to ensure that every pupil makes the best progress they can and achieves well.
- To set the School Development Plan and monitor its implementation to ensure that provision continues to improve.

#### **Membership, Meetings & Quorum**

Membership: as approved by the Board of Trustees. The Executive Headteacher has a standing right of attendance, but is not a voting governor. The LGB may invite other members of staff to attend in a non-voting capacity. There must always be at least two governors who were, at the time of their appointment, parents of children at the school; if the LGB is unable to recruit parent governors in two consecutive processes of seeking

nominations, the Board shall be entitled to appoint individuals in the accordance with DfE Articles of Association 54A and 56.

**Appointment:**

- Headteacher – ex-officio
- Parents: Parent governors shall be appointed by the following process:
  - Seeking nominations from all parents based upon skill sets that the LGB's skills audit and the school improvement plan indicate are most important for effective governance of the school;
  - If there are fewer nominations than vacancies, and if the nominees have appropriate skills sets, the nominees are appointed by the LGB, and the LGB then seeks to appoint additional parents with appropriate skills as parent governors to fill any vacancies (posts can be held vacant until the following term where the LGB considers this appropriate, such as to enable parents of an incoming year group to be eligible);
  - If there are more nominations than vacancies, Governors will develop a shortlist of the nominations who have appropriate skill sets (and this process may involve meeting nominees), and an election will be held where the parents / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per child) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the LGB; if there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).
- Staff: the Board shall appoint following nominations and election process within the school.
- Trustee appointed: appointed by ordinary resolution of the Board of Trustees based on the skills / experience that is required by the LGB to ensure its effectiveness.

| Desirable skills and experiences  | Target composition (as a minimum)   |
|---|---|
| <ul style="list-style-type: none"> <li>• Educational leadership / governance expertise, ideally from both primary and secondary phases, including SEND expertise</li> <li>• Expertise in other public services delivering to our community (i.e. health, children's services)</li> <li>• Legal expertise</li> <li>• Human Resources expertise</li> <li>• Marketing and business development expertise</li> <li>• Local community knowledge and expertise</li> <li>• This list is not exhaustive.</li> </ul> | <ul style="list-style-type: none"> <li>• 1 Headteacher (ex-officio)</li> <li>• 2 members of staff (One teaching and one support) (via nomination / election / appointment)</li> <li>• 2 parents with appropriate skill sets (nominations sought, then election from a shortlist of suitable nominees)</li> <li>• 5 appointed by the Board of Trustees based on ensuring a breadth of suitable skills</li> <li>• Composition will vary according to the size and needs of the school.</li> </ul> |

- Individuals will be eligible for re-election or re-appointment after four years.

- All Local Governors must comply with the provisions within the DfE Articles of Association for ineligibility as if they were Trustees of the Trust.
- Local Governors of the school must declare conflicts of interest in accordance with the Articles of Association as if they were Trustees of the Trust.
- Meetings: usually six times per year with additional meetings as required.
- Meetings of the LGB will be quorate if 5 or one-half of Governors are present (whichever is the greater); this provision applies to every part of the meeting.
- Each Local Governor shall have one vote. All decisions require a majority of the persons present and entitled to vote. The Chair will have a second and casting vote if necessary.

### **Local Governing Body Terms of Reference**

Subject to the provisions of the Article and this Scheme of Delegation, the LGB may make any decision necessary to provide high quality education within the school. The objectives of the LGB are to ensure that:

- Student performance, progress and outcomes are maximised;
- Resources of the school are used effectively; and
- The school complies with statutory regulations delegated to it from the Trustees.

Specifically, the LGB is to:

- Approve the School Improvement and Development Plan and monitor its implementation, ensuring that it focuses upon:
  - Maintaining and, where necessary, improving the quality of teaching;
  - Closing any identified gaps in performance, be these subjects or identified groups of students;
  - Continuous Professional Development of staff;
- Implement the agreed curriculum and monitor its delivery;
- Recommend educational targets to the Board of Trustees and, once approved, monitor progress towards those targets;
- Monitor staff and financial resources in accordance with this Scheme of Delegation;
- Ensure that Governors have the appropriate skills and knowledge to perform their role, including undertaking training as required; and
- Review and adopt policies in accordance with this Scheme of Delegation (see Appendix 1).

Regarding educational provision and quality, the LGB will:

- review and advise on the school's curriculum policy;
- receive regular reports on progress towards achieving performance targets;
- monitor school based, local and national performance data and reports (e.g. Inspection Dashboard), evaluating levels of progress, attainment and achievement and analysing the performance of different groups and subjects;
- monitor provision to ensure that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;

- monitor the provision for and evaluate the progress and attainment of vulnerable groups e.g. children eligible for FSM (including use of pupil premium), looked after children, young carers, and evaluate the effectiveness of intervention strategies;
- monitor the quality of teaching and learning and evaluate its impact;
- determine, monitor and evaluate the range and the impact of extended activities on pupil learning;
- monitor application of child protection and other policies relevant to safeguarding;
- monitor incidences of bullying, discrimination, etc and advise on appropriate strategies;
- monitor attendance, punctuality and exclusions;
- monitor application of the school's behaviour and discipline policies;
- ensure students are supported to make informed decisions for a healthy lifestyle – physically, emotionally and socially; and

Regarding leadership, management and resources, the LGB will:

- Monitor staffing information, including ensuring that the staffing structure is effective and efficient, monitoring vacancy / agency levels and recruitment, monitoring staff leaving and the reasons for this, monitoring staff attendance, and monitoring the implementation of performance management and the pay policy;
- Review and approve policies as set out in the Scheme of Delegation.

#### **ENGAGEMENT ACTIVITY BETWEEN THE TRUSTEES AND THE LOCAL GOVERNING BOARD**

**September:** briefing to the chairs/headteachers from the Trust.

This will set out the terms of reference above and the expectations of the Trust.

It will introduce the 'school on a page' dashboard which will inform the school and the Trustees about the progress of the school and its RAG rating. It will explain how support/challenge will be focused upon those schools considered to be most in need.

It will explain the mechanism for the LGB to communicate risks and follow up challenge and support to the trustees on a regular basis.

It will explain how the executive team will provide support to the LGB.

It will explain the expectations of governor leads for pupil premium, special educational needs, looked after children and safeguarding to ensure a consistent approach in all schools across the Trust.

**October:** schools will provide Trustees with information and analysis about national examinations/assessments using the common format provided.

Schools will provide Trustees with information about those year groups at the end of the academic year not subject to national examinations/assessments using the common format provided.

Schools will provide Trustees with estimates for end-of-year outcomes for year groups subject to national examinations/assessments to be taken.

**December:** The executive team will brief the Board of Trustees on progress over the term against the school's priorities for improvement as set out in the School Development Plan.. The 'school on a page' dashboard will be the vehicle by which this information is conveyed.

**January:** briefing to the chairs/headteachers from the Trust.



This will set out the expectations of the Trust for the coming term.

It will highlight trust-wide issues picked up in the previous term.

It will be an opportunity for the chairs/headteachers to engage in a professional dialogue with the Trust to ensure that the aims and values of the Trust are being promoted effectively across all the Trust's schools.

**March:** schools will provide Trustees with information on the performance of current year groups and their progress towards end-of-year targets.

This information will include the performance of key groups such as gender, pupil premium, looked after children, special educational needs and the most able.

**April:** briefing to the chairs/headteachers from the Trust.

This will set out the expectations of the Trust for the coming term.

It will highlight trust-wide issues picked up in the previous term.

It will be an opportunity for the chairs/headteachers to engage in a professional dialogue with the Trust to ensure that the aims and values of the Trust are being promoted effectively across all the Trust's schools.

**July:** The Executive Team will brief the Board of Trustees on progress over the previous terms against the school's priorities for improvement as set out in the School Development Plan. The 'school on a page' dashboard will be the vehicle by which this information is conveyed.

**N.B.** Where it becomes clear that the school is potentially vulnerable for any reason e.g. not making sufficient progress against the key priorities as set out in the School Development Plan; concerns about pupil performance, teaching and learning, and/or leadership and management; an unfavourable RAG rating

Trustees will carry out an additional risk assessment process as soon as the vulnerability becomes apparent. This will involve a meeting between the headteacher, chair of the LGB, the link Trustee, the executive headteacher and other relevant members of the executive team to agree a Recovery Plan.

The executive team and the link Trustees will monitor progress against the Recovery Plan to ensure that the school makes rapid progress in improving. Half-termly progress meetings will be held until such time as Trustees are satisfied that the school is no longer vulnerable.

#### **MECHANISM FOR THE LGB TO COMMUNICATE RISKS AND FOLLOW UP CHALLENGE AND SUPPORT TO THE TRUSTEES ON A REGULAR BASIS**

In addition to the information that the LGB will provide to the Trust as set out in the engagement activity described above –

- 1) Minutes of LGB meetings will be provided in a timely manner to Trustees.
- 2) The Chair of the LGB highlights any new potential risks for the attention of Trustees in the minutes. Where a problem is identified the Chair of the LGB will set out how the LGB is proposing to address it or identify what support is needed and whether it is RAG rated amber (manageable) or red (urgent).
- 3) It will be the responsibility of the Executive Team for each school to follow up with the headteacher/Chair of the LGB the impact of the steps the school has taken or the support provided by the Trust and to include this in their reports to Trustees.

## **LOCAL GOVERNING BODY MEETINGS**

The full LGB will meet six times per year, once every half term. Meetings 1, 3 and 5 will focus on student outcomes; meetings 2, 4 and 6 will focus on whole-school matters.

| <b>Meeting</b>   | <b>Agenda content</b>  |
|--|--|
| LGB 1<br><br>By end of Sept                                  | Review exam / national test results for previous academic year<br>Review school context information (NOR, proportions of FSM, EAL etc.)<br>Review any national changes (DfE policy, Ofsted framework etc)<br>Approve educational targets for this academic year<br>Review progress against previous School Development Plan (SDP)<br>Approve School Development Plan (inc LGB objectives)<br>Approve Self Evaluation Form (SEF)<br>Identify new potential vulnerabilities to report to Trust<br>Review of website compliance and effectiveness |
| LGB 2<br><br>2 <sup>nd</sup> / 3 <sup>rd</sup> week Nov      | First half-term safeguarding, absence / exclusions, behaviour data<br>Progress on School Development Plan/vulnerabilities<br>Progress on the monitoring of Teaching and Learning<br>New cohort pupil profile<br>Identify new potential vulnerabilities to report to Trust  |
| LGB 3<br><br>3 <sup>rd</sup> / 4 <sup>th</sup> week of Jan   | Inspection Dashboard / comparative performance data<br>Progress against performance targets<br>Term 1 HT and any Trust/external review reports<br>Updated SDP following validated data<br>School on a Page dashboard and RAG rating<br>Progress on vulnerabilities<br>Pupil premium review<br>Identify new potential vulnerabilities to report to Trust  |
| LGB 4<br><br>1 <sup>st</sup> / 2 <sup>nd</sup> week of March | Term 1 safeguarding, absence / exclusions, behaviour<br>Curriculum / staffing changes for next academic year<br>SEN review / policy<br>Progress on School Development Plan/vulnerabilities<br>Updated SEF focusing on revised outcomes data<br>Identify new potential vulnerabilities to report to Trust   |
| LGB 5<br><br>By end of May                                   | Progress against performance targets<br>Term 2 HT and any Trust/external review reports<br>Progress on School Development Plan/vulnerabilities<br>Progress on the monitoring of Teaching and Learning<br>Identify new potential vulnerabilities to report to Trust   |
| LGB 6<br><br>By end of June/ 1 <sup>st</sup> week of July    | Safeguarding, absence / exclusions, behaviour data<br>Progress on School Development Plan/vulnerabilities<br>Progress on the monitoring of Teaching and Learning<br>School on a Page dashboard and RAG rating<br>Latest staffing data  |

|  |  |
|--|--|
|  | Review of the school year<br>Identify new potential vulnerabilities to report to Trust |
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Each meeting will consider progress against the School Development Plan/School Priorities and progress against any previously identified vulnerabilities that the Chair of the LGB has reported to the Trust.

## **Appendix 1**

### **Policies Agreed at Trust Level**

- Capability of Staff
- Charging and remissions (HT)
- Teacher of Appraisal
- Teachers' Pay
- Data Protection
- Health and Safety
- Admissions Arrangements (HT)
- Accessibility Plan (HT)
- Complaints Procedure Statement
- Freedom of Information
- Instrument of Government
- Premises Management Documents
- Equality Information and Objectives
- Staff discipline, conduct and grievance

### **Policies agreed at Local Governing Body Level**

- School behaviour
- Sex education
- Special educational needs
- Behaviour Principles written statement (including exclusions)
- Central record of recruitment and vetting checks
- Home-school agreement document
- Minutes of Local Governing body
- School information published on website
- Register of business interests of headteacher and governors
- Register of pupils' admission to the school
- Register of pupils' attendance
- Child protection policy and procedures
- Early Years Foundation Stage

### **School Website Documents to be reviewed annually by the LGB**

- School contact details (including CoG and SENDCo)
- Admission Arrangements

- Examination results
- DfE performance tables
- Curriculum
- Pupil Premium (review and current)\*
- Yr7 Catch up premium (review and current)\*
- Primary Sports Premium (review and current)\*
- SEND
- Names and roles of LGB
- Values and ethos statement
- Latest OfSTED report

\* Moderated by Executive Team