



TRUSTEE AND GOVERNOR INFORMATION

The Role of the Local Governing Body within W.N.A.T.

The Vision for our Trust

The West Norfolk Academies Trust is a small locally based charity working with Primary and Secondary schools in the West Norfolk area.

Our vision is for every student to realise excellent achievement and progress through the development of a high challenge and high support achievement culture.

Our Academy trust has four areas of strategic development;

- To produce world class standards of student achievement
- To further improve student and community engagement
- To develop an excellent standard of Teaching and Learning
- To provide and maintain world class resources for our school community

We work hard to ensure that every student is known and engages with their school.

We believe in flat management structures where leaders, managers, teachers and support staff work collaboratively to ensure that every student achieves.

Our schools work for the benefit of the young people in our care and for the local communities which we serve.

Staff across all Trust schools will work closely together to improve teaching and learning approaches for our students.

The Values of our Trust

We value:

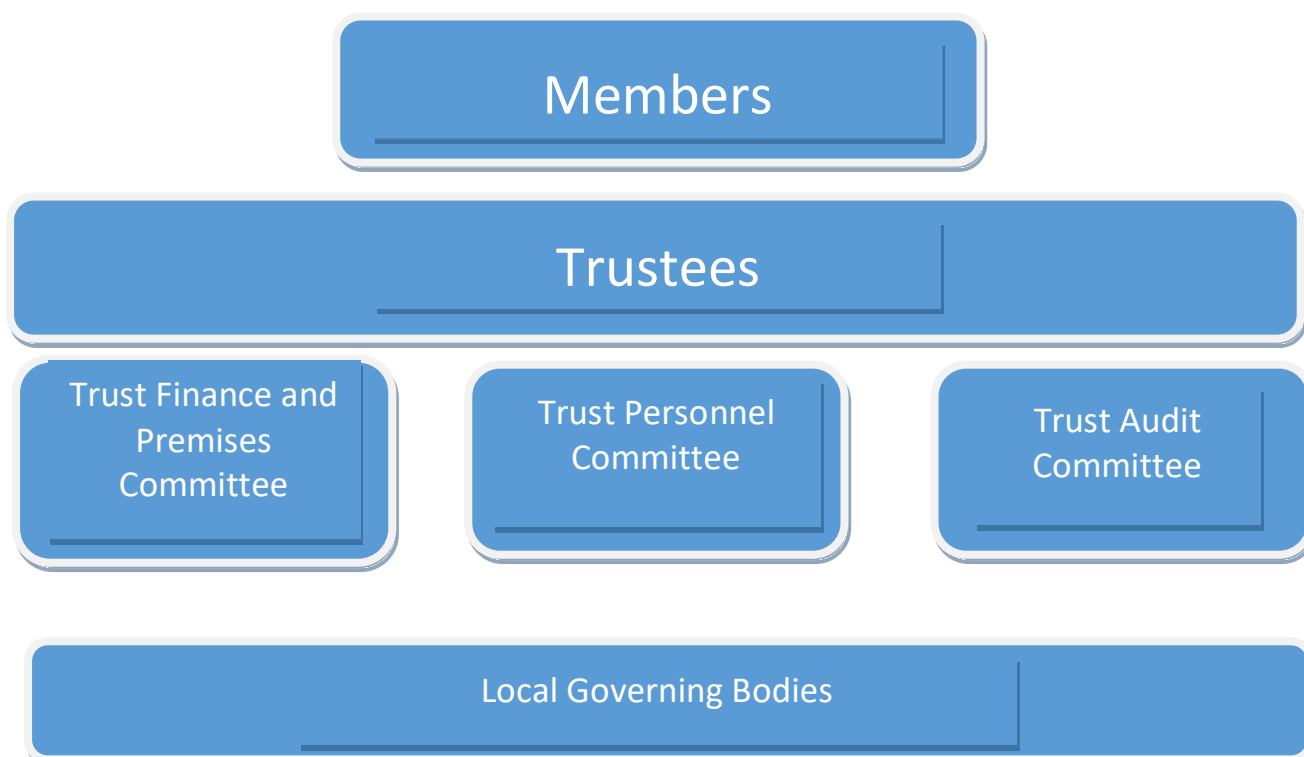
- 1. Our students** -Every student in a Trust school being proud of their school and playing an active role within it.
- 2. Our Student's Life Chances** - Every student achieving the best possible academic qualifications which lead to greater future life chances.
- 3. Continuous Improvement** - Ensuring that every Trust school continually improves.
- 4. Our staff** - The Trust will develop, challenge and support them to succeed in their role
- 5. Collaboration** - Our Schools work together with other schools locally and nationally for mutual benefit

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

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

- 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 2).

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

Please refer to appendix 1 for the schedule of meetings for both Primary and Secondary Schools. This also includes the meeting plans for the chair of governors and Trustees.

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.

Appendix 2

Secondary Schools

Governance / Trustee Schedule

Meeting	Agenda / Meeting Objective	Timing
Term 1		
Chair of Governors	Plan for the forthcoming academic year Revised Scheme of Delegation Reporting Formats	September
Trustee Meeting	Status Review of all Trust Schools Plans for the year Safeguarding Training	September
LGB 1	Status Review Safeguarding Training for Governors Safeguarding Policy Key Exam Groups - Y11 & Vi Form Policy Review Website Compliance Pupil Premium Statements Single Central Record Check Retention Figures – Vi Form Recruitment Y7 & Vi Form Y7 Catch Up Premium Curriculum Development Allocation of Governors to link roles	By end of September
Trustee Meeting	Strategic	October
Half Term		
LGB 2	Head Teacher's Report Single Central Record Review of Development Plans / SEFs Y7 and (Y12) Induction Reports Pupil Premium – Plans/Strategies Careers Curriculum Development	By end of November
Chair of Governors	Standards Meeting Feedback from LGB 1 & 2 Meetings	December
Trustee Meeting	Audit Committee – Presentation of annual accounts Director of Standards – Primary / Secondary Reports	December – last week of Term 1
Term 2		
Trustee Meeting	Strategic	Before end of January
LGB 3	Y10 Focus	February

Standards	Y9 Focus (Y12 & Y13) Focus Progress to Vi Form/ Level 3. All year groups PHSE Provision Workload and Well-being	
Half Term		
LGB 4	Head Teacher's Report Single Central Record SEN-D Review & Policy LAC Report Pupil Premium Progress Y11 (PPE Feedback) Y7 Focus Y8 Focus	March
Chair of Governors	Standards Meeting Feedback from Head Teachers reports	End of March
Trustee Meeting	Director of Standards – Primary / Secondary Reports	Last week of Term 2
Term 3		
Trustee Meeting	Strategic	May
LGB 5	Final Predictions – Y11 & (Y13) Y9 Focus Extra-Curricular Participation	Before May Half Term
Half Term		
Trustee Meeting	Audit Committee – Budget Approval	By the end of June
LGB 6	Head Teachers Report Single Central Record Review of SDP Latest SEF Y7 Focus Y8 Focus Y10 & (Y12) Status Update Review / Plans for Next Year	Early July
Chair of Governors	Summary Plans for 2021-2022 Identify concerns to be reported to the Trust	July
Trustee Meeting	SEF's Development Plans Predictions	Before the End of Term 3

Primary Schools

Governance / Trustee Schedule

Meeting	Agenda / Meeting Objective	Timing
Term 1		
Chair of Governors	Plan for the forthcoming academic year Revised Scheme of Delegation Reporting Formats	September
Trustee Meeting	Status Review of all Trust Schools Plans for the year	September
LGB 1	Review of Performance Safeguarding Training for Governors Safeguarding Policy Key Exam Groups – EYFS, Phonics, Y2, times tables and Y6 Policy Review Website Compliance Pupil Premium Statements Single Central Record Check Recruitment Sports Premium Pupil / Teacher Data Allocation of Governors to link roles	By end of September
Trustee Meeting	Strategic	By the end of October
Half Term		
LGB 2	Head Teacher's Report Pupil Premium – Plans/Strategies Overview of other Year Groups Curriculum	By end of November
Chair of Governors	Standards Meeting Feedback from LGB 1 & 2 Meetings	December
Trustee Meeting	Audit Committee – Presentation of annual accounts Director of Standards – Primary / Secondary Reports	December – last week of Term 1
Term 2		
Trustee Meeting	Strategic	Before end of January
LGB 3 Standards	Key Exam Groups – EYFS, phonics, Y2, times tables and Y6 Most Able Students – Performance across all Year groups. PHSE Provision	February

Reducing Staff Workload		
Half Term		
LGB 4	Head Teacher's Report SEN-D Review & Policy LAC Report Overview of other Year Groups Review of SDP Latest SEF	Before end of March
Chair of Governors	Standards Meeting Feedback from LGB 3 & 4	End of March
Trustee Meeting	Director of Standards – Primary / Secondary Reports	Last week of Term 2
Term 3		
LGB 5	Final Predictions – Y6, EYFS, Phonics & KS1 and Y4 Tables Curriculum Review Behaviour for Learning Extra-Curricular participation	Before May Half Term
Half Term		
Trustee Meeting	Audit Committee – Budget Approval	By the end of June
LGB 6	Head Teachers Report Review of Results Plans for Next Year	Early July
Chair of Governors	Summary Plans for 2021-2022 Identify concerns to be reported to the Trust	July
Trustee Meeting	SEF's Development Plans Predictions	Before the End of Term 3

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 2

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