



**Minerva**  
Learning Trust

## **Governance Handbook**

### **Local Governing Bodies**

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# 1. Trust Governance

## 1.1 Introduction

This handbook sets out the arrangements for local governance within the Trust. It is intended to support Governors in fulfilling their role, understanding expectations and develop strong governance skills through training and support.

In exercising their delegated responsibilities, Governors shall:

- Act with integrity, objectivity and honesty and in the best interests of the Trust, schools and community at all times.
- Be open about the decisions they make in accordance with the Trust Scheme of Delegation and Policies, and the actions they take and be prepared to explain their decisions and actions to interested parties (i.e. Trust Executive Team, Trust Board, Ofsted).

This handbook has been written taking into account the requirements of the Department for Education (DfE) Governance Handbook:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788234/governance\\_handbook\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf)

Governors are asked to ensure they familiarise themselves with Trust's Governance Handbook and the DfE Handbook.

## 1.2 Governance

Minerva Learning Trust values the role and function of local governance and fully supports Local Governing Bodies (hereafter referred to as LGB). The Trust Board and the LGBs work closely together to ensure each school offers the best quality of education possible for our students. An overview of Trust and school level governance functions is shown below.

<b>Centralised</b>	<b>Collaborative</b>	<b>School Led</b>
Trust Scheme of Delegation.	Chair of Governors Network Group.	Holding the Headteacher to account for the quality of education and impact of SEND and Pupil Premium (PP) funding.
Trust Members, Board and LGB meeting cycle.	LGB and Headteacher observation of Trust Board and working groups.	Implementing annual Governor skill audit and self-evaluation processes.
Appointment and removal of Trustees and Chairs of LGBs.	Appointment and removal of local Governors.	Appointment of lead Governors for SEND, safeguarding and vulnerable groups.

Centralised	Collaborative	School Led
Appointment of Lead Trustees for SEND, Safeguarding and Vulnerable Groups.	Performance Management of the Headteacher.	Annual School Pay Progression/Pay Matters Working Groups (to include Appeals).
LGB structure, functions, Terms of Reference, Headteachers Report template, annual business planner and statutory agenda items.		Governor Student Disciplinary Panels (to include Permanent Exclusions).
Appointment of Clerks to Trust Board and LGBs.		
Governor training and briefing events.		
Governor annual self-review and skills audit process.		

## 2. Minerva Learning Trust

### 2.1 Who we are

Minerva Learning Trust is a legal entity registered as an exempt Charity, the Trust was established in October 2014. The vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield.

The Trust is an expanding Sheffield based Multi Academy Trust (MAT) with a vision of providing outstanding education for all the students within our schools. During 2017/2018 the Trust brought together four secondary schools to create a new partnership which supports the teaching and learning of around 5,000 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, this has enhanced the post-16 provision within the Trust in the North of the city. The Trust resolutely believes that it is stronger together and that each school within the MAT has individual strengths and it celebrates the diverse and unique qualities of each particular school.

The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Minerva Learning Trust is led by Bev Matthews, Chief Executive Officer and Ed Wydenbach, Chair of the Trust Board. Bev is an experienced Headteacher and School Improvement leader. Ed is an experienced Governor and is a National Leader of Governance (NLG).

The Trust employs just under 800 staff across its schools and central services and it is committed to providing career opportunities and professional development, which allows people to make a positive contribution to the delivery of our vision.

## 2.2 What we do

The Trust's aim is to deliver an outstanding education for all students, staff and stakeholders. The Trust does this through an ethos of collegiality which wholeheartedly places students at the centre. Inclusion is at the heart of all we do as a Trust. Students show a high level of care for each other and respect each other's diversity. The Trust does not allow disadvantage to be a barrier to learning and supports all of its students to be the very best.

## 2.3 Why we exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do.

### OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

### OUR VISION

Our mission is underpinned by our vision of:

#### 'Working Together'

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

#### 'Learning Together'

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

#### 'Outstanding Together'

Our leaders, staff and stakeholders work tirelessly to deliver an outstanding quality of education for all students, in all of our schools.

### OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

#### Inclusion

We place the needs of our students at the heart of everything we do and we all support and encourage each other.

#### Independence

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other.

#### Respect

We recognise and appreciate the diverse qualities of our schools, workforce and stakeholders and we all care for *each other*.

#### Success

We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other.

### OUR BELIEFS

- We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.
- We believe that we can empower existing and aspiring leaders to drive school improvement.
- We believe that through a quality education, we can support students to be successful in life after school and to positively contribute to society.
- We believe that a child's background and circumstances should not pre-determine their future.
- We believe that we can enrich the learning experience for all our students by providing aspirational opportunities beyond the classroom.

The Trust is very proud of all of its schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something it is very proud of.

Schools within the Trust are:

- Chapeltown Academy
- Ecclesfield School
- Handsworth Grange Community Sports College
- High Storrs School
- Stocksbridge High School

## **3. Governance Structure**

### **3.1 Members**

Minerva Learning Trust has five Members, which includes the Chair of the Trust Board. Members are from a range of professional backgrounds including education, finance and legal services.

The Members have a role akin to shareholders. Founding Members are signatories to the Articles of Association. They have the power to amend the Trust's Articles, receive the annual accounts and appoint Trustees.

The Members meet twice yearly, including the Annual General Meeting. Details of the Trust's Members can be found on the Trust's website.

Members are similar to a company's shareholders; they sit above the Trust Board in an academy Trust and have a largely hands-off role. Their key responsibilities include appointing Trustees and holding them to account for the successful governance of the Trust.

### **3.2 Trustees**

The Trust is overseen by a Board of Trustees, currently consisting of eight. Board members are referred to as both Trustees as the Trust is a charity and as Directors as the Trust is also a company limited by guarantee. Trustees are responsible for governing and exercising all of the powers of the Trust, including:

- Ensuring clarity of vision, values and strategic direction.
- Holding the Chief Executive Officer to account for educational performance of the Trust's academies.
- Overseeing the financial performance of the Trust, managing risks and ensuring legal compliance.

The Trust Board meet on a termly basis. The Trust also has a Finance and Audit Committee that meets on a termly basis.

Details of individual Trustees can be found on the Trust's website.

### **3.3 Local Governing Bodies**

Minerva Learning Trust firmly believes in the power of local governance and in the importance of local leadership and governance in order to keep its schools at the heart of the communities they serve.

Each school has a Local Governing Body (LGB), which acts as a sub-committee of the Trust Board.

LGBs have delegated functions which are set out in the Trust's Scheme of Delegation, which is updated at least annually by the Trust Board. Even though these functions are delegated, the Trust Board still remain accountable and responsible for all functions.

Duties of the LGBs include:

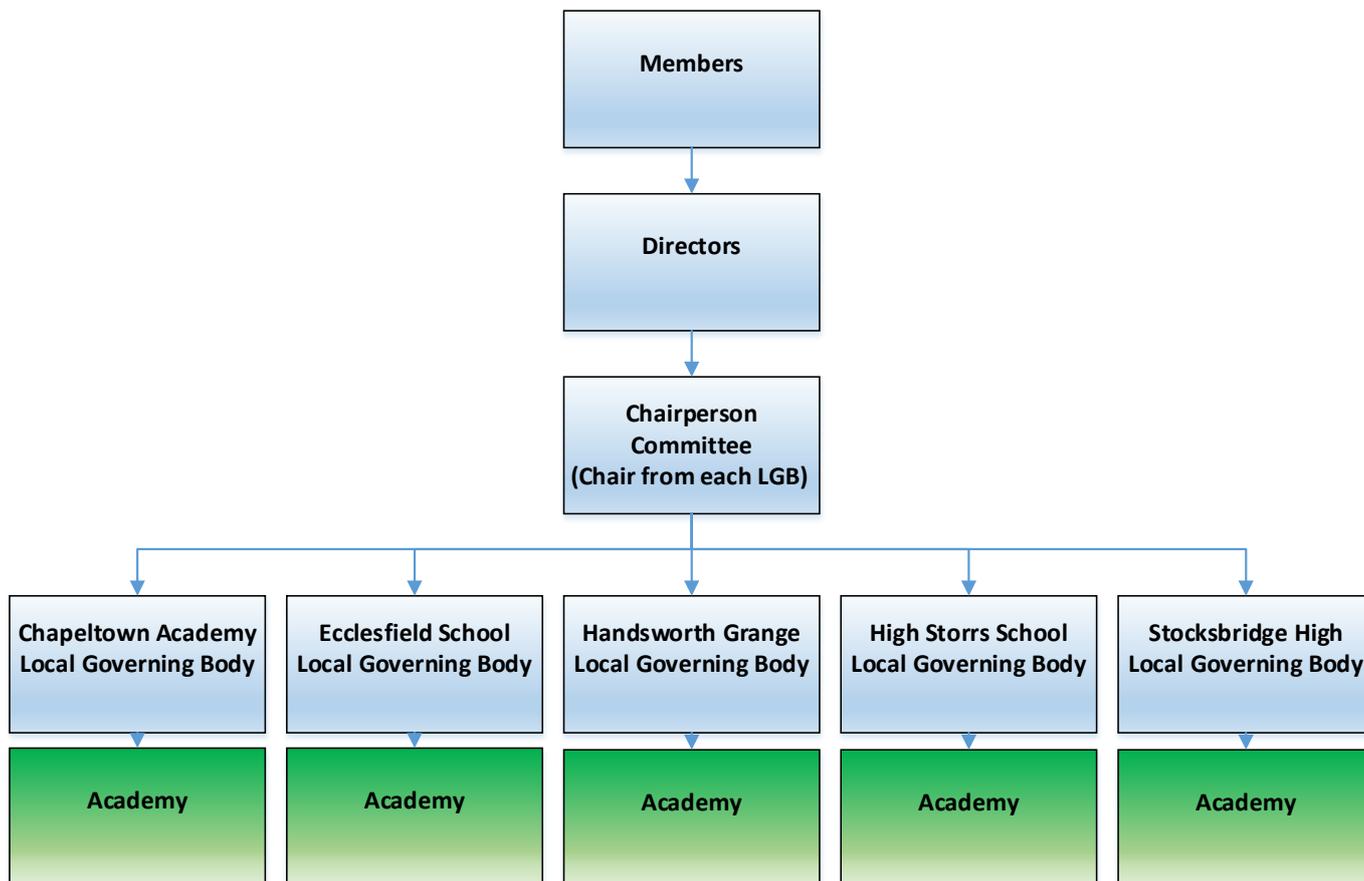
- Establishing and promoting the mission, vision and values of the relevant school, ensuring that it fits within and promotes the mission, vision and values of the Trust.
- Supporting the Headteacher and acting as a critical friend.
- Monitoring the quality of education to include achievement of students, quality of teaching and learning, behaviour and safety within the school.
- Ensuring additional funding such as Pupil Premium and Special Educational Needs and Disabilities (SEND) enhanced funding, are targeted appropriately and impact upon the quality of education.
- Ensuring engagement with the school's key stakeholders, for example, parents/carers, students, staff.
- Advising Trustees about local issues affecting the school that they may need to consider.

Chairs of LGBs meet with the Chair of the Trust Board and the Chief Executive Officer on a termly basis to maintain effective communication and discussion of key issues.

The Trust Board determine and approve the LGB Terms of Reference and review these Terms at the start of each academic year.

### **3.4 Governance Structure**

The Trust's governance structure is depicted in the following diagram.



## 4. Local Governing Body Terms of Reference

### 4.1 Composition of the Local Governing Body (LGB)

Minerva Learning Trust's model for operating LGBs is between seven and 12 governors on each LGB. The LGB of each academy is appointed by the Trust Board. The LGB will be constituted in-line with the following model:

- The Chair;
- The Vice Chair;
- The Headteacher or Head of School as appropriate;
- No fewer than two elected Parent governors;
- No fewer than one elected member of Staff
- The remaining being co-opted governors appointed by the LGB\*.

\*Co-opted governors can be parents/carers or members of staff but the number of staff governors must not exceed one-third of the total number of governors.

Where there are vacancies, the Chair or Clerk should contact the Trust Business Manager (Governance, Compliance and HR) for support in filling them.

The Trust Business Manager (Governance, Compliance and HR) is the Company Secretary to the Trust and hereafter named referred to as the Company Secretary.

All governor appointments must be approved by the Trust Board and there is an expectation that Governors will preserve and develop the principles and values of the Trust and the school to which they are appointed.

## **4.2 Role Profiles**

Please see the following role profiles in Appendix 1:

- Chair of Local Governing Body [#Chair of Local Governing Body Role Description](#)
- Vice Chair of Local Governing Body [#Vice Chair of Local Governing Body Role Description](#)
- Governor [#Governor Role Description](#)

## **4.3 The Role of the LGB**

Governors exercise the responsibilities and duties delegated by the Trust Board as set out in the Scheme of Delegation and associated policies and procedures.

Alongside the Headteacher, the LGB will set the vision and strategic direction for the school so that it is appropriate for the context of the school and for the LGB and includes implementing the vision of the Trust Board and its objectives.

The LGB is the eyes and ears of the Trust in the community that the school serves and ensures that the education delivered is appropriate for that community.

Each Governor will familiarise themselves with the Scheme of Delegation and ensure that the LGB carries out its delegated functions as specified in the Scheme of Delegation.

### **Governor Responsibilities**

Governors are responsible for:

#### **a) Strategic Direction – ensuring the Trust and school’s visions, values and ethos are realised.**

- Oversee the implementation of the Trust Board’s strategy as it applies to the school.
- With the Headteacher, develop the school’s strategic plan.
- With the Headteacher, oversee the development and regular updating of the school’s development/improvement plan based on accurate self-evaluation.
- Contribute to priorities of the school.
- Ensure Pupil Premium and catch-up funds are being spent appropriately.
- Review the opportunities for revenue generation.

**b) Safeguarding and Wellbeing – putting our students, staff and community at the heart of what we do.**

- Knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of students.
- Monitor, support and challenge the welfare and Child Protection processes in the school including attendance, behaviour, serious disciplinary incidents and exclusions.
- Appoint a Lead Governor to link with the Trust Board's Leads on safeguarding and vulnerable groups.

**c) Challenge and Support – through monitoring, dialogue and stakeholder engagement**

- Support the school in its self-evaluation of significant strengths and weaknesses, including the school's own evaluation of the quality of teaching.
- Support and challenge the school in its programme of improvement
- Responsibility for knowing, understanding and challenging the provisions that are in place to support students' progress and attainment, including for different groups of students.
- Challenge and advise the school in the development and implementation of its curriculum policy and, where appropriate, qualifications policy.
- Appoint Lead Governors to have specific responsibility for students with Special Educational Needs and Disabilities; students who attract Pupil Premium funding and Looked After Children and who report to the full LGB as appropriate.
- Responsible for monitoring the school's links with and provision of information to parents, carers, guardians and the wider community.
- Ensure regular surveys of staff, parents and children are carried out to determine their experiences and opinions and to discuss any actions taken by the school as a result of these.

**d) Compliance and Effectiveness – ensuring adherence to Trust, school and statutory policy and guidance.**

- Ensure adherence to the regular cycle of school policy reviews.
- Note Trust-wide policies and their implications for the school.
- Ensure compliance with Public Sector Equality Duty requirements for schools.
- Handle and monitor complaints in-line with the Trust's Complaints Procedure and Standard Operating Procedure.
- Understand the requirements of the inspection process, support the Headteacher and engage fully with that process when it happens with the designated Trust Lead.

- Review GDPR compliance in-line with Trust requirements and the Data Protection Officer.
- Responsible for knowing and understanding training requirements for safer recruitment, including LGB members.
- Understand the training requirements for safer recruitment and support the Headteacher by joining appointment panels for senior leadership posts as required, or otherwise by contributing to the process.
- Monitor, support and challenge the Health and Safety performance at the school.
- Monitor the impact of the strategic plan on the quality of the school's buildings, including developing priorities for capital expenditure and large scale minor works in-line with the strategic plan and alongside the Trust Infrastructure Manager and Trust Business Manager (Projects and Procurement).
- Oversee risk management at the local level, including half termly reviews of the school's Risk Register, ensuring it is maintained and links to the Trust Risk Register.

### **Other Governance Responsibilities**

The Chief Executive Officer (CEO) and Trust central team work with LGBs over the recruitment and appointment of the Headteacher.

Governors may be called upon at any time to serve as part of a panel to deal with:

- Complaints.
- Permanent Exclusions.
- Staffing issues such as grievance, discipline, ill health or capability.

In each case, Governors should be impartial and independent, following the appropriate school and Trust policy.

The Trust has developed a pool of Governors who are appropriately trained and are able to assist with these panels across the schools. The Company Secretary can assist in identifying additional Governors should they be needed.

It is good practice to ensure any such panels are appropriately clerked. For matters relating to staff, the Trust HR team can provide further support and guidance.

For complaints and exclusions, the Executive team will provide support as appropriate. In the event that the LGB has any concerns about a member of the Executive team, the Chair should raise this with the Chief Executive Officer (CEO). If there is a concern about the CEO, the Chair should raise with the Chair of the Trust Board.

## **4.4 Types of Governors**

### **Parent Governors**

Parents (including carers)<sup>1</sup> of students at the school are eligible to stand for election as Governors. Parent Governors are elected by other parents at the school. If insufficient parents stand for election, the LGB still has a duty to ensure that there are sufficient Parent Governors and may approach parents.

## **Staff Governors**

The Headteacher is a Staff Governor by virtue of their office. Other staff, both teaching and support, may become Governors as long as they are paid (volunteers do not qualify). If there are more candidates than vacancies, Staff Governors are elected by the school staff from a shortlist of viable and appropriate candidates. Any election that is contested must be held by ballot.

## **Community Governors**

Community governors are recommended for appointment by the Trust Board or LGB. They are people who, in the opinion of the LGB, have the skills required to contribute to the effective governance and success of the school.

### **4.5 Eligibility**

Any person over the age of 18 is eligible to hold the role of Governor. However, in certain situations, a person is not eligible to hold the post of Governor, including:

- If a Governor is paid to work at the school and is the subject of disciplinary proceedings in relation to their employment.
- If a Governor is the subject of proceedings in any court or tribunal, the outcome of which may be that the Governor is disqualified from continuing to hold office due to bankruptcy, disqualification as a company director or other restrictions by law.
- If a Governor has acted in a way that is inconsistent with the ethos of the school or Trust and has brought or is likely to bring the school, LGB or Trust into disrepute.
- If a Governor is in breach of the duty of confidentiality to the school or to any member of staff or student at the school.
- A Governor may also be removed from the LGB if they have failed to attend a meeting for six months without the consent of the LGB.

### **4.6 Term of Office**

The Term of Office for all Governors is four years. When a school joins the Trust, a Governor may join the newly formed LGB with the agreement of the Trust Board. In this instance, their term of office will be from when they started as a Governor at their previous school.

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<sup>1</sup> For the purposes of education law, the department considers a 'parent' to include:

- All biological parents, whether they are married or not.
- Any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a stepparent, guardian or other relative.
- Any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time and who looks after the child, irrespective of what their biological or legal relationship with the child is.

A Governor may serve for a shorter period if circumstances change and mean it is no longer possible to meet the commitments needed and so it becomes necessary to step down. The Trust will remove any Governor who does not abide by the Code of Conduct.

## **4.7 How LGBs Operate**

### **Meetings of the LGB**

The model currently favoured by the Trust is that LGBs meet 6 times a year, effectively half-termly. This removes the need for committees and therefore, the number of meetings Governors and staff are expected to attend. More importantly, it means that all Governors are involved at every level of discussion and decision making. Each LGB is professionally clerked. The Headteacher's PA in each school notifies the Company Secretary of all dates of meetings so they can be entered on to the Trust calendar.

### **Clerking Arrangements, Agendas and Papers for Meetings**

High quality clerking is crucial to the effectiveness of the LGB. The Trust buys in to the clerking service from Learn Sheffield. The Company Secretary meets with Clerks half termly to ensure a coherent approach across the Trust.

The Trust issues agenda templates for the six meetings a year. These templates should be used by the Chair of Governors, Headteacher and Clerk to determine the business for each meeting. However, it is important that these templates work for each individual setting and they can be adjusted or amended accordingly.

### **Headteacher's Report**

Governors should expect to receive a report from the Headteacher every half term and regularly review the School Development Plan (or equivalent).

The Trust template must be used for creation of the Headteacher's report and should include information on:

- Attendance – including information on school target; attendance to date; persistent absence; authorised absence; unauthorised absence and late arrivals. Information should also be provided on the absence of vulnerable groups of students as appropriate.
- Outcomes – if not provided as a separate report.
- Progress against school priorities – if not provided as a separate report.
- Incidents – including notifiable accidents; e-safety; racist, gender or homophobic; radicalisation; bullying; formal parental complaints; Freedom of Information requests.
- Exclusions (fixed term and permanent) since September – including information on gender and vulnerable groups as appropriate.
- Information on Looked After Children (LAC) – including the number of LAC students.

- School/student and staff achievements.
- Staff training opportunities.
- Staff changes.
- Health and Safety and premises issues – if not provided as a separate report.

This is not an exhaustive list and Headteachers should ensure they report using the template provided by the Trust. Other regular agenda items should include Safeguarding, SEND, Pupil Premium, Year 7 catch-up funding.

### **Governor Communication and Document Sharing**

Each school has an electronic method/portal for sharing documentation for meetings. It also serves as a resource base for wider information about governance. Governors need to consider GDPR implications in all their correspondence and e-mails. As a measure of good practice, Governors are required to use their school e-mail address for all school and Trust correspondence. Personal e-mails must not be used.

### **Meetings and Notification**

Governors will receive notice and papers for the next LGB meeting seven clear days before the date of the meeting. Governors should read all papers in advance of the meeting and prepare any questions they may have; preparation helps the meeting to move forward. Some LGBs have agreed with the Headteacher to send questions in advance of the meeting so that a fuller discussion can be achieved within the timeframe. Questions obviously need to be pertinent to the documents provided.

Minutes will be signed by the LGB Chair at the next meeting to verify that the minutes are a true and accurate record. Meetings are not expected to last longer than two hours.

Should the Chair not be available for a meeting, the Vice Chair may take the position for that meeting, to enable it to go ahead.

### **Quorum**

For any LGB meeting and vote the quorum must be any three Governors, or where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the matters to be resolved.

The quorum for the purposes of:

- a) any vote on the removal of a Governor; and
- b) any vote on the removal of the Chair of the LGB\*

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors present at the meeting and entitled to vote on those respective matters.

\*It should be noted that the Trust Board has the power to remove a Chair in accordance with the Trust's Articles of Association and Scheme of Delegation. If LGBs have concerns, these should be raised with the Company Secretary in the first instance.

### **Local Governing Body Chair and Vice Chair**

Under the Scheme of Delegation for the Trust, the appointment of Chair of the LGB is subject to the approval of the Trust Board. The Board has the right to remove the Chair and appoint a replacement where there is a cause for concern.

The decision to remove the Chair of the LGB will be taken by the Trust Board at a scheduled or specially convened meeting in accordance with the Articles of Association.

The appointment of Chair will take place at the first meeting of the LGB at the start of each academic year. In the event the Chair resigns or is removed from office before the end of the academic year, the Vice Chair will act as Chair until an appointment can be made at the next meeting of the LGB.

The Chair will normally be elected from within the members of the LGB. The Headteacher and Staff Governors are not eligible to stand for election as Chair.

The term of office will be one year and, normally, can be renewed up to a maximum of six terms of office. A decision to exceed six years would need to be taken by the Trust Board.

Nominations for the position of Chair should be submitted to the Company Secretary by e-mail prior to the meeting following circulation of the agenda for the first meeting.

A Governor may nominate themselves for office and nominations can be accepted at the actual meeting if they have not been sent in advance.

Nominated Governors do not necessarily have to attend the meeting however, in their absence, they should be prepared to provide a brief summary of their reason for standing for election and what they believe they can offer if elected as Chair.

The Headteacher will be informed in advance of the meeting of any nominations received and will have the opportunity to raise any concerns with the Company Secretary either prior to the meeting or afterwards (before the appointment is ratified by the Trust Board).

Nominees will be asked to leave the meeting while the election takes place. In the event there is more than one nominee, the election will be via a secret ballot and the Clerk at the meeting will tally the votes.

If there are more than three nominees, the nominee polling the least votes shall be eliminated and a further vote taken. If there is a tie the Governors shall discuss the strengths of the nominees and a further vote taken. This process will continue until a nominee secures the most votes.

Following their election, the details of the proposed Chair will be submitted to the Trust Board for ratification. In the unlikely event a nominee is not approved by the Trust Board, the Chair of the Trust Board will meet with the individual concerned and the LGB to explain the reasons for this and agree arrangements for the appointment of Chair.

A newly elected Chair will be invited to meet with the Chair of the Trust Board and the Chief Executive Officer as part of their induction into the role. They will also be able to access the training programme for Governors to complete the mandatory and optional training for Chairs.

## **Appointment of Vice Chair of the Local Governing Body**

Under the Scheme of Delegation for the Trust, the appointment of Vice Chair of the LGB is delegated to the LGB. The Board has the right to remove the Vice Chair and support the Chair in the appointment a replacement where there is a cause for concern.

The decision to remove the Vice Chair of the LGB will be taken by the Trust Board at a scheduled or specially convened meeting in accordance with the Articles of Association.

The appointment of Vice Chair will take place at the first meeting of the LGB at the start of each academic year. In the event the Vice Chair resigns or is removed from office before the end of the academic year, a Governor may be approached by the Chair, following consultation with the Headteacher, to take on the role temporarily until an appointment can be made at the next meeting of the LGB.

The Vice Chair will normally be elected from within the members of the LGB. The Headteacher and Staff Governors are not eligible to stand for election as Vice Chair.

The term of office will be one year and, normally, can be renewed up to a maximum of six terms of office. A decision to exceed six years would need to be taken by the Trust Board.

Nominations for the position of Vice Chair should be submitted to the Company Secretary by e-mail prior to the meeting following circulation of the agenda for the first meeting.

A Governor may nominate themselves for office and nominations can be accepted at the actual meeting if they have not been sent in advance.

Nominated Governors do not necessarily have to attend the meeting however, in their absence, they should be prepared to provide a brief summary of their reason for standing for election and what they believe they can offer if elected as Vice Chair.

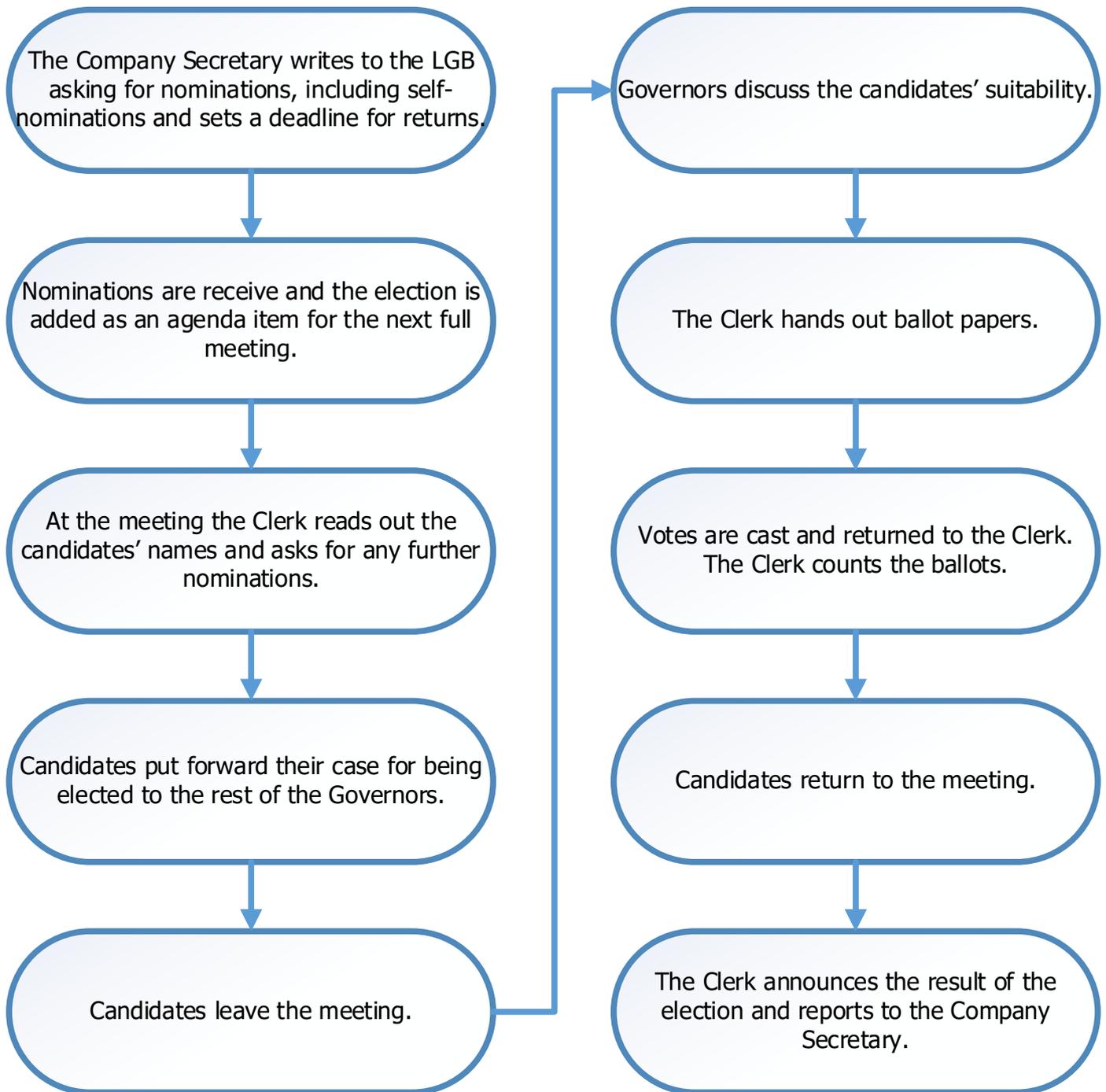
Nominees will be asked to leave the meeting while the election takes place. In the event there is more than one nominee, the election will be via a secret ballot and the Clerk at the meeting will tally the votes.

If there are more than three nominees, the nominee polling the least votes shall be eliminated and a further vote taken. If there is a tie, the Governors shall discuss the strengths of the nominees and a further vote taken. This process will continue until a nominee secures the most votes.

Following their election, the details of the proposed Vice Chair will be submitted to the Trust Board for information.

A newly elected Vice Chair will be invited to meet with the Chair of the Trust Board and the Chief Executive Officer as part of their induction into the role. They will also be able to access the training programme for Governors to complete the mandatory and optional training for Vice Chairs.

Please see the below process for nominations.



The Trust Board must ratify the Chair's appointment.

In the event of a Chair stepping down before their term of office ends, the Vice Chair will take the role of Chair for the next meeting. Nominations should be requested prior to that meeting so a vote on a new Chair can take place. Newly elected Chair will be invited to meet with the HR and Governance Director and Company Secretary as part of the support offered by the Trust.

### **Succession Planning**

Succession planning will be on the agenda for summer term meetings and Governors should have open discussions about what is best for their school.

Consideration should be given to rotating the terms of office of role holders on the LGB and plans for their succession.

## **LGB Committees/Working Groups**

LGBs meet half termly and do not have sub-committees as a matter of routine. Where necessary, procedure committees will be organised to deal with pay matters, staff hearings and appeals or student exclusions.

The Governance model allows for the creation of Working Groups to address particular issues as a 'task and finish' exercise. These may be convened by the Trust Board where the issue needs governance input from across the Trust or by the Headteacher/LGB where the issue relates to one school. The Chair of the LGB should discuss this with the Chair of the Trust Board before such a group is convened. Examples of this may include; Pay Matters Committee, Student Disciplinary Panel, Complaints Hearings or a Staff Disciplinary Panel.

## **5. Governor Expenses**

The Trust Board shall set out a policy for payment of expenses incurred by Governors in the course of their duties, subject to prior application and approval by the Chair of the LGB. Please refer to the Trust's Finance Policy for further information.

## **6. Effective Governance**

### **6.1 Induction**

The Trust Board approves recommendations of Chairs and notes the appointment of the Vice Chair of each LGB at the next available Board meeting. Prospective Chairs may attend meetings whilst waiting for formal approval of their appointment.

The CEO approves recommendations for new Governors following recommendations from the LGB meeting.

Prospective Governors may attend meetings whilst waiting for formal approval of their appointment. However, they must leave the room whilst voting takes place for their appointment.

All new Governors will be invited to meet with the HR and Governance Director and Company Secretary by way of welcome and support. Upon appointment the Trust's Executive Assistant will send new Governors an electronic induction pack, governors are required to familiarise themselves and to agree to comply with:

- The Governance Handbook
- Code of Conduct – Appendix 2 [#Appendix 2 – Code of Conduct](#)
- Scheme of Delegation – available on the Trust's website.
- Terms of Reference – Appendix 3 [#Appendix 3 – Terms of Reference](#)
- Current relevant legislation and guidance for Governors

Governors are required annually to read Section 2 of Keeping Children Safe in Education and complete a pecuniary interest form. Governors are also required to undertake safeguarding training for Governors within the first term of their term of office.

Training will be provided by the schools, as directed by the Trust.

## **6.1 Training**

Our induction training aims to provide all Governors with a clear understanding of what good governance means to the Trust and how Governors can fulfil this important role. It is run periodically and all Governors should attend within their first year. The Trust also buys into Learn Sheffield governance training sessions and recommends that Governors maximise their take up of individual training to get best value for money for the Trust.

The Company Secretary is also able to offer additional advice on training.

All Governors are encouraged to sign up to the National Governors' Association (NGA) Learning Link which provides high quality on-line training modules. Governors can register for the on Learning Link [here](#).

Further work is being undertaken on the training package that will be needed to support Governors.

## **6.2 Assessing Governor Skills**

The [Academies Financial Handbook](#) requires all academy trusts to identify and fill any skills gaps through recruitment or training. This should be undertaken regularly, at least biennially.

The Skills Audit developed by the Trust is based on the Scheme of Delegation and the Department for Education (DfE) Competency Framework. However, no individual will have all the skills listed. The LGB is a team and the purpose of the audit is to ensure that each of the skills is covered by at least one of the Governors around the table. The experience and skills within the audit may come from either Governors' professional or personal lives.

When considering the skills listed, it is important to understand that governance is a 'thinking' not a 'doing' role – strategic not operational. This means that the skills and knowledge sought are those which enable Governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for academy leaders, for example, a Governor might work in the construction industry but it would not be appropriate for them to carry out a Health and Safety check at the school. However, given their knowledge it may be appropriate for them to support the school in ensuring Health and Safety requirements are carried out. Similarly, a lawyer should not be asked to give free legal advice.

Governance is a strategic role and Governors must not be tempted to do the staff's job – management is the job of the school leadership team.

The Company Secretary can assist with the process of auditing the skills of Governors.

## **6.3 Interim Governing Bodies**

When a school first joins the Trust, or in exceptional circumstances where governance is considered to be at risk of failing in its responsibilities as set out in this document, the Trust may initiate an

Interim Governing Body (IGB). The purpose of the IGB is to provide interim expertise and high-quality governance to support future improvement, including the promotion of high standards of educational achievement. The IGB may be chaired by a member of the Central Executive Team and as well as fulfilling the responsibilities of an LGB, will specifically work toward recruiting and training Governors to form an LGB. The IGB will be established for two terms in the first instance, with an option to extend on a termly basis until a fully functioning LGB can be established. The Trust Board will keep these arrangements under review. The Trust Board will also appoint a Chair for the LGB when moving from an IGB to a permanent LGB. The Trust Board reserves the right to also appoint a Vice Chair, although consideration will be made toward the permanent LGB electing a Vice Chair.

## **6.4 Lead Governors**

The role of the Lead Governor is to act as the Governor who has an overview of a specific area within the school. Lead Governors act as the link between the school and the LGB and report back to the LGB and Trust Board on their area of responsibility. This is a strategic role and Governors should not get involved in policy or working with students.

The Trust Board will provide guidance for areas whereby a Lead Governor is allocated. This will link into the Trust's Lead Governor roles. Lead Governor roles for 2020/2021 are:

Lead Safeguarding Governor:

See Appendix 5 [#Appendix 5 – Lead Safeguarding Governor Role Description](#)

Lead SEND Governor:

See Appendix 6 [#Appendix 6 – Lead SEND Governor Role Description](#)

Lead Vulnerable Groups Governor:

See Appendix 7 [#Appendix 7 – Lead Vulnerable Groups Governor Role Description](#)

Governors should familiarise themselves with relevant school or Trust documents, for example, policies, procedures and strategies and with any Department for Education (DfE) guidance of legal responsibilities for their area of responsibility.

Please see Appendix 8 [#Appendix 8 – Questions Lead Governors may wish to ask](#) for examples of questions Lead Governors may wish to ask. Further information is available through the Company Secretary.

### **Appointment of Lead Governor roles**

Within the governance structure, each LGB should appoint a Lead Governor for the following areas:

- Safeguarding
- Special Educational Needs and Disabilities (SEND)
- Vulnerable Groups

These positions play a key role in ensuring the Trust Board is able to fulfil its statutory responsibilities and are aware of the successes and issues within each school.

The appointment of Lead Governors should be led by the Chair of the LGB. The Chair of the LGB may wish to discuss the appointment to these roles during the annual review of governance to establish those who are interested in the roles, identify development needs and encourage succession planning within the LGB.

As these positions are about reporting on progress in school and providing challenge to leaders in school, it would not be appropriate for staff members to take on these roles.

The appointment to these positions should be confirmed at the first meeting during the academic year and the term of office is for one year. Appointments can be renewed subject to a maximum of six years.

## Lead Governor School Visits

Lead Governor visits should be planned in advance with the Headteacher. Visits should:

- Improve the Lead Governors' knowledge of the school and the people that work in it.
- Assist the Lead Governor to fulfil the requirements of the job profile/description (as shown in Appendix 5, 6 and 7).
- Assist the Lead Governor and LGB in fulfilling its duties in linking with Lead Trustees.
- Assist Lead Governors in making informed decisions.
- Inform the LGB in understanding the area that the Lead Governor is assigned to report on.

After the visit the Lead Governor should meet with the Headteacher or relevant lead member of staff to provide verbal feedback and thank them for their time. Lead Governors should complete the Lead Governor Visit Pro forma, reporting on the focus, within a week of the visit. The completed form should be sent to the Chair of LGB and Headteacher to confirm the findings. Lead Governors should try to report without giving opinions and where possible, individuals should not be identified (see Appendix 4 pro-forma [#Appendix 4 – Lead Governor Visit Report](#)). Reports should be circulated and read prior to an LGB meeting so that they can be discussed and any questions answered.

## 7. Governor Behaviours

### 7.1 Nolan Principles

In 1994 the Government Committee on Standard in Public Life published 7 principles. These "Nolan principles" (named after the Chair of the Committee) are still considered to embody an ethical code expected of all who serve in the Public Sector, be them employees or volunteers. The Trust requires Governors to uphold these principles:

**Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

**Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness:** Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership:** Holders of public office should promote and support these principles by leadership and example.

## 7.2 Pecuniary and Other Interests

As a Trust it is essential that there is full confidence that Governors and Trust Board Members are putting school and Trust interests first and are not gaining financially or personally in any way from holding a position of such responsibility. Conflicts of interest cannot be eradicated so it is important to manage them in an open, honest and transparent way. Governors achieve this through the Code of Conduct and a Register of Interests that is reviewed annually and published on the school's website and through disclosure of interests at every meeting.

Every Governor and Trustee is required to complete a form of Pecuniary and Other Interests. It is the responsibility of the LGB to ensure the Register of Interests is reviewed and updated annually, held as a central register and that is published on the school's website.

### Pecuniary Interests

A pecuniary interest is an interest in a business or organisation, for example, your employer, trade, profession, contract, or any company with which you are associated, or a wider financial interest that you might have, for example, trust funds, investments, and assets including land and property.

Governors have a disclosable pecuniary interest if any of the following apply to the Governor, their spouse or civil partner:

- Any employment, office, trade, profession or vocation carried out for profit or gain, which you, or your spouse or civil partner, undertakes.
- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and the Trust:
  - under which goods or services are to be provided or works are to be executed; and

- which has not been fully discharged.
- Any beneficial interest in land or other assets which you, or your spouse or your civil partner, have and which has the potential to be of interest to the Trust.

When disclosing a pecuniary interest, the name and details of the spouse or civil partner does not need to be disclosed because it is your interest by association.

## **Other Interests**

Other interests are defined as those which could affect your judgement and objectivity when discussing academy or Trust matters. These are interests that may not apply to all meetings and business but depend upon the content and agenda. These could include (and are neither exclusive nor exhaustive):

- A family relationship.
- An active interest in another school/academy and/or Trust.

### **7.3 Conflict of Interest**

Whilst Governors are expected to leave personal issues outside the LGB and LGBs should not discuss the day to day management of the school, on rare occasions, issues may arise that could result in a conflict of interest for individual Governors, for example, a member of the LGB is related to a member of staff and the staffing structure of the school may be under review. The risk of such a conflict should be managed by the Chair and if he or she feels it appropriate, the member of the LGB can be asked to leave for that particular discussion.

Parent Governors bring their perspective as a parent but have to avoid using the LGB as a forum to discuss or raise matters relating to their children.

Governors should declare their interest/s at meetings where it is considered relevant. If in doubt, it is better to disclose a potential interest than not.

### **7.4 Failure to Register or Disclose an Interest**

The Trust Board may decide to suspend or remove from office any individual or group of individuals who do not follow these guidelines.

## **8. Safeguarding and LGB Responsibilities**

### **8.1 Trust Safeguarding and Child Protection Policy**

Everyone in Minerva Learning Trust shares an objective to help keep children and young people safe by:

- Protecting children and young people from maltreatment.
- Providing a safe environment for children and young people to learn in educational settings.
- Preventing impairment of a child's health or development.

- Identifying children and young people who are suffering, likely to suffer, or at risk of harm and taking appropriate action to ensure they are safe at home and at school.
- Safeguarding children's personal and emotional wellbeing and mental health.
- Maintaining public trust in the teaching profession.

## **8.2 LGB Safeguarding Responsibilities**

Each school also has its own Safeguarding and Child Protection procedures and Governors should familiarise themselves with these. These procedures are reviewed annually.

All education settings within Minerva Learning Trust must have systems in place designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting of regulated or unregulated activity.
- Promote safe practice and challenge poor or unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and take timely and appropriate action to keep children safe.
- Contribute to effective partnership working between all those involved with providing services for children.

Each LGB must appoint Lead Safeguarding Governor who will link with the Trust Board Lead on Safeguarding.

## **8.3 Enhanced DBS Checks and Training Requirements**

All Trustees and Governors will have an enhanced DBS check.

All Governors must access safeguarding/child protection training, that includes online safety, specifically for Governors within the first year of their term of office and every three years after that. A record of this must be kept within the school. This will be monitored by the Trust as part of the annual safeguarding review.

## **9. Special Educational Needs and Disabilities (SEND) and LGB Responsibilities**

It is a responsibility for all Governors to understand the context and provision of Special Educational Needs and Disabilities (SEND) within their setting.

Schools must:

- Use their best endeavours to make sure that a child with SEND gets the support they need; this means doing everything they can to meet children and young people's SEND needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.

- Designate a qualified Special Educational Needs and Disabilities Coordinator (SENDCo) to be responsible for coordinating SEND provision.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

## 9.1 SEND Code of Practice

Governing Bodies must have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years; <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Whenever LGBs are taking decisions they must give consideration to what the code says. They must fulfil their statutory duties toward children and young people with SEND or disabilities in light of the guidance set out. They must be able to demonstrate in their arrangements for children and young people with SEND or disabilities that they are fulfilling their statutory duty to have regard to the code.

Where the Code of Practice uses the word 'should' it means that the guidance contained in the code must be considered and that the LGB will need to explain any departure from it. LGB responsibility under the code is to:

- Ensure provision is made for any student who has SEND.
- Ensure the school produces and publishes online its SEND information report (see paragraph 6.79, page 106 of the SEND Code of Practice).
- Ensure there are arrangements in place to support children with medical conditions.
- Ensure the school is cooperating with the Local Authority in developing the local offer.
- Ensure that a qualified teacher is the designated SENDCo.
- Monitor SEND provision and ensure that children with SEND are able to access the everyday activities of the school as far as this is compatible with them receiving the necessary provision.
- Review the provision made in the budget to ensure the needs of children with SEND are being met.

## 10. Ofsted

In September 2019, the new Ofsted framework came into force and there were a number of key changes to the previous version.

- Outstanding schools are no longer exempt from inspections.

- Section 8 inspections will now last two days.
- All inspections will begin with a 90-minute telephone call from the Lead Inspector during which the Headteacher and Inspector will have a professional dialogue and facilitate planning for the inspection.
- The four judgements areas have changed to:
  - The quality of education
  - Behaviour and attitudes
  - Personal development
  - Leadership and management
- The overall effectiveness will be based on the four areas above and will also include a judgement about early years in primaries.
- Safeguarding remains the golden thread which runs through everything.

When looking at the quality of education judgement Inspectors will be focusing on:

- **Intent:** curriculum design, coverage, appropriateness and delivery
- **Implementation:** teaching and learning (pedagogy) and reading
- **Impact:** attainment and progress (including national tests and assessments) and readiness for the next stage of education

Inspectors will not look at internal data. Instead they will ask leaders, at various levels, what they understand about progress and attainment in the school or subject and will then review the evidence with the leader. They will focus on what is being taught and learnt through lesson visits, work scrutiny and conversations with learners.

Ofsted's 'deep dives' mean that they will have discussions about the quality of education with school leaders, students, teachers and Curriculum Leaders. Their visits to lessons and their scrutiny of students' work will be connected to these discussions.

Ofsted produced a number of [short videos](#) to explain how inspections will be carried out and what Inspectors will be looking for.

Under the new framework, Inspectors are keen to meet with as many Governors as possible during the inspection. Sample questions and guidance that Ofsted may ask Governors can be found in Appendix 9 [#Appendix 9 – Questions Ofsted might ask](#)

## 11. Further Support, Information and Guidance

### 11.1 Support

The Trust will always be the principle source of support for Governors and LGBs. The Company Secretary can be contacted on telephone number 07309 677038 or e-mail [fturner@minervalearningtrust.co.uk](mailto:fturner@minervalearningtrust.co.uk)

## 11.2 Sources of Information

The Trust subscribes to Learn Sheffield. Governance training and briefing notes are available via Learn Sheffield. <https://www.learnsheffield.co.uk/Subscription/Governance-Training>

The Department for Education (DfE) Governance Handbook, Competency Framework for Governance and Clerking Competency Framework can be downloaded by following this link: <https://www.gov.uk/government/publications/governance-handbook>

The Education Inspection Framework (EIF) sets out Ofsted's inspection principles and the main judgements that Inspectors make. The guidance can be downloaded via the following link: <https://www.gov.uk/government/publications/education-inspection-framework>

Ofsted's School Inspection Handbook is available on: <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Ofsted YouTube Channel provides numerous informative videos: <https://www.youtube.com/user/Ofstednews>

Access to the National Governance Association (NGA) will be provided for all Governors: <https://www.nga.org.uk/Home.aspx>

## 11.3 Contact Information

Role	Name	E-mail	Telephone
Chair of Trust Board	Ed Wydenbach	<a href="mailto:ewydenback@minervalearningtrust.co.uk">ewydenback@minervalearningtrust.co.uk</a>	07917 033445
Chief Executive Officer	Bev Matthews	<a href="mailto:bevmatthews@minervalearningtrust.co.uk">bevmatthews@minervalearningtrust.co.uk</a>	07805 247130
Chief Financial Officer	Adele France	<a href="mailto:afrance@minervalearningtrust.co.uk">afrance@minervalearningtrust.co.uk</a>	07949 757163
HR and Governance Director	Nicola Gregory	<a href="mailto:ngregory@minervalearningtrust.co.uk">ngregory@minervalearningtrust.co.uk</a>	07309 677365
Company Secretary	Fiona Turner	<a href="mailto:fturner@minervalearningtrust.co.uk">fturner@minervalearningtrust.co.uk</a>	07309 677038
Trust Executive Assistant	Sara Bailey	<a href="mailto:sbailey@minervalearningtrust.co.uk">sbailey@minervalearningtrust.co.uk</a>	0114 2838438 Ext. 2165

## 11.4 Acronyms in Education

Education uses many acronyms; the Trust central team has tried to capture as many as possible. Please see Appendix 10 [#Appendix 10 – Acronyms in Education](#).

## 12. Appendices

### Appendix 1 – Role Profiles

#### Chair of Local Governing Body Role Description

This document should be read in conjunction with the role description for Local Governor and is based on guidance issued by the Confederation of School Trusts, the National Governors Association and the Competency Framework for Governance (DfE, July 2017).

#### Knowledge, Skills and Behaviours

**The Chair of the Local Governing Body provides confident, strategic leadership to the School. They lead by example, setting the tone from the top.**

#### Strategic Leadership

1. Knowledge of national and regional educational priorities and the implications of these for the Trust and the School.
2. Ability to think strategically about the future direction of the School and able to identify the steps needed to achieve goals.
3. Ability to provide effective leadership of organisational change even when this is difficult.
4. Ability to lead Local Governing Body meetings in a way which embodies the culture, values and ethos of the Trust.
5. Ability to ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.
6. Ensures the Local Governing Body seeks guidance from Executive leaders, the Headteacher and from the clerk/governance professional before the board commits to significant or controversial courses of action.
7. Ability to communicate clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood.
8. Ability to lead the Local Governing Body and challenges leaders appropriately in setting risk appetite and tolerance.
9. Leads by example to avoid, declare and manage conflicts of interest.

#### Educational standards, financial performance and performance management

1. Ability to understand and promote the importance of data interrogation to hold the Headteacher and Senior Leaders to account.
2. Ability to ensure the Local Governing Body holds the Headteacher and Senior Leaders to account for managing the resources allocated to the school to deliver the required outcomes.
3. Able to undertake leadership appraisal.
4. Confident in providing strategic leadership to the Local Governing Body during periods of scrutiny.

#### People

1. Understands the importance of succession planning to the ongoing effectiveness of both the Local Governing Body and the school.
2. Ability to ensure new Local Governors are helped to understand their non-executive leadership role, the role of the Local Governing Body and the vision and strategy of the Trust, enabling them to make a full contribution.
3. Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these.

## Knowledge, Skills and Behaviours

4. Creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom and creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the Local Governing Body.
5. Promotes and fosters a supportive working relationship between the Trust Board, Local Governing Body, clerk/governance professional, Executive leaders, Headteacher, staff of the organisation and external stakeholders.

## Structures and compliance

1. Understands the importance of Governance and is able to lead the Local Governing Body in accordance with the Trust Scheme of Delegation.
2. Ability to work closely with the clerk/governance professional, ensuring the Local Governing Body is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law.
3. Ensures the Local Governing Body receives appropriate training and development.

## Evaluation

1. Ability and willingness to actively invite feedback on their own performance as chair.
2. Ability to put the needs of the Trust and Local Governing Body first and is willing to step down or move on at the appropriate time.
3. Ability to set challenging development goals and work effectively with the Trust Board and Local Governing Body to meet these goals.
4. Ability to lead performance review of the Local Governing Body.
5. Ability to have open and honest conversations with Local Governing Body members about their performance and development needs, and if appropriate, about their commitment or tenure.

## Vice Chair of Local Governing Body Role Description

This document should be read in conjunction with the role description for Local Governor and is based on guidance issued by the Confederation of School Trusts, the National Governors Association and the Competency Framework for Governance (DfE, July 2017).

## Knowledge, Skills and Behaviours

**The Vice Chair of the Local Governing Body deputises for the Chair of the Local Governing Body in their absence or, in the event of resignation, until a new appointment is made. The Vice Chair works closely with the Chair and provides confident, strategic leadership to the School. They lead by example, setting the tone from the top.**

## Strategic Leadership

10. Knowledge of national and regional educational priorities and the implications of these for the Trust and the School.
11. Ability to think strategically about the future direction of the School and able to identify the steps needed to achieve goals.
12. Ability to provide effective leadership of organisational change even when this is difficult.
13. Ability to support the Chair in leading Local Governing Body meetings in a way which embodies the culture, values and ethos of the Trust.
14. Ability to ensure that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded.

## **Knowledge, Skills and Behaviours**

15. Support the Chair in ensuring the Local Governing Body seeks guidance from Executive leaders, the Headteacher and from the clerk/governance professional before the commits to significant or controversial courses of action.

16. Ability to communicate clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood.

17. Ability to support the Chair in leading the Local Governing Body and challenge leaders appropriately in setting risk appetite and tolerance.

18. Leads by example to avoid, declare and manage conflicts of interest.

## **Educational standards, financial performance and performance management**

5. Ability to understand and promote the importance of data interrogation to hold the Headteacher and Senior Leaders to account.

6. Ability to ensure the Local Governing Body holds the Headteacher and Senior Leaders to account for managing the resources allocated to the school to deliver the required outcomes.

7. Able to contribute to leadership appraisal.

8. Confident in providing strategic leadership to the Local Governing Body during periods of scrutiny.

## **People**

6. Understands the importance of succession planning to the ongoing effectiveness of both the Local Governing Body and the school.

7. Ability to support the Chair in ensuring new Local Governors are helped to understand their non-executive leadership role, the role of the Local Governing Body and the vision and strategy of the Trust, enabling them to make a full contribution.

8. Sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these.

9. Creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom and creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the Local Governing Body.

10. Promotes and fosters a supportive working relationship with the Chair of the Local Governing Body and between the Trust Board, Local Governing Body, clerk/governance professional, Executive leaders, Headteacher, staff of the organisation and external stakeholders.

## **Structures and compliance**

4. Understands the importance of Governance and is able to lead the Local Governing Body in accordance with the Trust Scheme of Delegation.

5. Ability to work closely with the Chair and the clerk/governance professional, ensuring the Local Governing Body is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law.

6. Work with the Chair to ensure the Local Governing Body receives appropriate training and development.

## **Evaluation**

6. Ability and willingness to actively invite feedback on their own performance as chair.

7. Ability to put the needs of the Trust and Local Governing Body first and is willing to step down or move on at the appropriate time.

8. Ability to set challenging development goals and work effectively with the Trust Board and Local Governing Body to meet these goals.

9. Ability to lead performance review of the Local Governing Body.

10. Ability to have open and honest conversations with Local Governing Body members about their performance and development needs, and if appropriate, about their commitment or tenure.

## Governor Role Description

Job Description	
<b>Role</b>	Governor
<b>Location</b>	Attendance at one of the Trust establishments
<b>Hours</b>	Six Local Governing Body meetings per year
<b>Term of office</b>	Four years
<b>Role purpose</b>	As a member of the Local Governing Body, a Governor plays an active role in supporting the Trust Board and Chief Executive Officer in ensuring the quality of education, leadership and school improvement are consistent with the mission, vision and objectives of the Trust.

### Profile

A Governor, must at all times, carry out their duties and responsibilities in accordance with Company and Charity law, the Articles of Association, the Academies Financial Handbook, and Minerva Learning Trust Governance Code of Conduct.

### Specific Duties and Responsibilities

As a member of the Local Governing Body, Governors are expected to:

- Ensure implementation of the strategic vision of the Trust and School in particular;
- Support the Trust Board in developing and maintain effective links within the School Community, communicating openly and frequently as appropriate and ensuring that the School meets its responsibilities to the community and serves the community's needs in relation to safeguarding and education of its students;
- Oversee and support the School's senior leadership team;
- Consider and advise the Trust Board on educational standards and other matters relating to the educational provision, school's curriculum, including statutory requirements and curriculum policy;
- Oversee arrangements for individual Governors to take a lead role in statutory areas of provision such as Safeguarding and SEND and consider termly reports from them;
- Oversee development, implementation and impact of the annual School Development Plan and recommend its approval to the Trust Board;
- Ensure the School has a safeguarding policy and procedures in place and ensure there is liaison between the Trust Board Safeguarding Link and the School Safeguarding Lead to monitor and evaluate the approach taken, remedy any concerns and feedback any issues;
- Ensure admissions arrangements conform to the Trust policy;
- Consider and advise the Trust Board on the effectiveness of the school staffing structure, changes required, review of staff health and well-being and implementation of performance management;
- Oversee and review the impact that financial resource has on the effectiveness of support for disadvantaged and other key cohorts of students in accordance with Trust policies;
- Encourage opportunities for income generation;

- Ensure the school estate action plan, health and safety management and appropriate maintenance is taking place and report any significant concerns to ensure the Trust Board can manage risk effectively.
- Monitor, evaluate and review the School risk management register and make recommendations to the Trust Board;
- Act as a critical friend to the senior leadership team in addressing areas of challenge and support the maintenance and improvement of standards to improve outcomes for students;
- Monitor student behaviour and attendance, contribute towards student panels and consider appeals against any decision to exclude students from attendance;
- Manage the School complaints process in conjunction with the Headteacher;
- Participate in HR procedures including disciplinary, grievance, capability and redundancy as appropriate.

### **Expectations of Governors**

In performing their duties and responsibilities, Governors are expected to:

- Work as a team;
- Attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- Be respectful of the views of others and to be open to new ideas and thoughts;
- Maintain confidentiality in respect of information presented and discussions held;
- Act with integrity and avoid personal conflicts of interest;
- Develop a deep understanding of the values and aims of the Trust and its schools and the roles played by all individuals in fulfilment of the Trust vision;
- Understand the policies and procedures of the Trust and how these flow down to the schools;
- Commit to training and development;
- Be ready to ask questions and provide constructive challenge;
- Be focused on problem solving and be ready to learn from past experiences;
- Adhere to the Nolan Principles of Public Life in their conduct;
- Evidence the values of Minerva Learning Trust in communications and actions.

Governors must not:

- Put themselves in a position where their duty to the Trust conflicts with their personal interests or loyalty to any other person or body.
- Receive any benefit from the Trust unless it is properly authorised and is clearly in the Trust's interests; this includes anyone who is financially connected to the Governor such as a partner, dependent child or business partner.
- Act outside of charity and company law when performing their role.

### **General**

To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## Person Specification

### Personal Qualities and Values

- Demonstrate both behaviours and values that are appropriate to the holding of public office (Principles of Public Life)
- Desire to create positive change for young people
- Commitment to the mission, vision and values of Minerva Learning Trust
- Commitment to equality of opportunity, tackling discrimination and setting standards of fair treatment
- Commitment to safeguarding young people
- Commitment to the role and willingness to devote time and effort to discharge their duties

### Education, Training and Experience

- Level of professional experience in a relevant sector
- Good level of education or a relevant area of expertise
- Experience of driving positive change
- Commitment to and record of continuous professional development
- Willingness to participate in skills and training to support the role

### Knowledge and Skills

- Understand and accept legal duties, responsibilities and liabilities of the role
- Understand the use of attainment and other data to assess the progress, strengths and areas for development in an educational environment
- Understand workforce and financial data
- Ability to think creatively and strategically
- Ability to use independent judgement
- Ability to apply care and diligence to decision making
- Ability to observe confidentiality and act with integrity

### Legal Requirements

Individuals who are not able to make the following declarations may not serve as a Governor:

- I am not disqualified from acting as a charity trustee;
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction that is legally regarded as 'spent');
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identify theft;
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate avoidance;
- I am not an undischarged bankrupt;
- I have not made compositions or arrangements with my creditors from which I have not been discharged;
- I have not been removed from serving as a charity trustee or been stopped from acting in a management position within a charity;
- I have not been disqualified from serving as a company trustee;

- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of an academy;
- I am not an employee of Minerva Learning Trust.

Governors must successfully complete an Enhanced Disclosure and Barring Service Check to confirm they are suitable to work with children.

### 1. Introduction

This code sets out the expectations and commitment required from individuals acting in a governance role for Minerva Learning Trust, in order for Members and the Board of Trustees/Directors to properly carry out their work.

The code of conduct is further supported by and should be read in conjunction with:

- The Department for Education Governance Handbook and Competency Framework; [www.gov.uk/government/publications/governance-handbook](http://www.gov.uk/government/publications/governance-handbook)
- The Trust's Articles of Association
- Trust and school policies and procedures
- The Trust's Scheme of Delegation

### 2. Effective Governance

#### 2.1 The Purpose of Governance

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

#### 2.1 Core Functions

The three core functions as stated in the Department for Education's Governance Handbook are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding senior leaders to account for the educational performance of the school and its students, and the effective and efficient performance management of staff; and
- Overseeing the effective spend of additional funding and making sure its money is well spent.

### 3. Declaration

As individuals involved in governance we agree to the following:

#### 3.1 Role and Responsibilities

- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
- We will develop, share and live the ethos and values of our school and the Multi Academy Trust Members and Trust Board.
- We will work collectively for the benefit of the school and Trust.

- We understand the purpose of the Local Governing Body of which we are a member and the role of the Chief Executive Officer, the Trust Senior Leadership Team and the school Headteachers.
- We accept that we have no legal authority to act individually except when the Trust Board has given us delegated authority to do so and therefore, we will only speak on behalf of the Local Governing when we have been specifically authorised to do so;
- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management.
- We will develop, share and live the ethos and values of the Trust and the school.
- We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
- We will work collectively for the benefit of the school/s.
- We will be candid but constructive and respectful when holding senior leaders to account.
- We will consider how our decisions may affect the Trust, school and local community.
- We will stand by the decisions that we make as a collective.
- Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will only speak or act on behalf of the Local Governing Body if we have the authority to do so.
- We will help fulfil the Trust's responsibilities as a good employer, acting fairly and without prejudice.
- When making or responding to complaints we will follow the established procedures.
- We will strive to uphold the Trust's and school's reputation in our private communications (including on social media).
- We accept collective responsibility for all decisions made by the Local Governing Body of which we are a member, or its delegated agents. This means that we will not speak against majority decisions outside Local Governing Body meetings;
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the Trust. Our actions within a school and the local community will reflect this;
- We will actively support and challenge the Chief Executive Officer and Trust senior leadership team.

### **3.2 Commitment to the Role**

- We acknowledge that accepting office of governance involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Local Governing Body of which we are a member and accept our fair share of responsibilities, including service on committees and/or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to do so.
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the Trust and our schools well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school Local Governing Body protocols.

- When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
- Any school visits will be arranged in advance with the staff and agreed with the Headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the Local Governing Body, attendance records, will be published on the school's website.
- We accept that information relating to Local Governing Body members will be collected and recorded on the DfE's national database of Governors (Get Information About Schools), some of which will be publicly available.

### **3.3 Relationships**

- We will develop effective working relationships with Trust and school leaders, staff, parents and other relevant stakeholders from our local community/ communities.
- We will express views openly, courteously and respectfully in all our communications with Local Governing Body members and staff both inside and outside of meetings.
- We will support the chair in their role of leading the Local Governing Body and ensuring appropriate conduct.
- We are prepared to answer queries from others in relation to delegated functions and take into account any concerns expressed and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

### **3.4 Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside the Trust.
- We will exercise the greatest prudence at all times when discussions regarding Trust business arise outside a Local Governing Body meeting.
- We will not reveal the details of any Local Governing Body vote.
- We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will ensure all confidential papers are held and disposed of appropriately.
- We will maintain confidentiality even after we leave office.

### **3.5 Conflicts of interest**

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the Local Governing Body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the Trust/school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.

- We will act in the best interests of the Trust as a whole and not as a representative of any group.

### **3.6 Breach of this code**

- In the event of a breach of this code, the issue will be raised with the Chairperson and the Chairperson will investigate; the Trust Board and Local Governing Body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- In the event that it is the Chair of the Trust Board deemed to be in breach of this code, another Member will investigate.

### **3.7 Agreement**

I, the undersigned, hereby agree to act in accordance with this code of conduct.

Print name:	
Position:	
Local Governing Body:	
Signature:	
Date:	

## **4. Review**

### **4.1 Members and Directors**

Members and Directors agree that this code of conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the Trust Board.

### **4.2 Local Governing Bodies**

The Trust Board will review the Code of Conduct for Local Governing Bodies on an annual basis.

## Appendix 3 – Terms of Reference

### 1. Introduction

In accordance with Minerva Learning Trust's Articles of Association, the Trust has a Board of Directors which is responsible for the operation of the Trust.

In accordance with the Articles of Association, the Trust Board may appoint Local Governing Bodies for each school (and the same Local Governing Body may be appointed for more than one school). The Trust Board may also establish any other committee.

These Terms of Reference set out the responsibilities of, and the terms under which Local Governing Bodies operate, alongside the Trust's Scheme of Delegation.

The Terms of Reference should be read in conjunction with the Governance Handbook for Local Governing Bodies.

Local Governing Body is hereafter referred to as LGB.

### 2. Governance

The three core functions as stated in the Department for Education's Governance Handbook are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding senior leaders to account for the educational performance of the school and its students, and the effective and efficient performance management of staff; and
- Overseeing the effective spend of additional funding and making sure its money is well spent.

Further detail on LGB roles and responsibilities can be found in the Local Governing Body Role descriptor and the LGB Code of Conduct.

### 3. Constitution

#### 3.1 Composition of the Local Governing Body

Each LGB within Minerva Learning Trust will be made up of a minimum of seven and a maximum of twelve Governors. If an existing LGB has more than twelve members, the maximum of twelve will be achieved as and when members leave, i.e. reach their four-year term of office, resign, etc. The LGB of each school is appointed by the Trust Board. The LGB will be constituted in-line with the following model:

- A Chair;
- A Vice Chair;
- The Headteacher or Head of School as appropriate;
- No fewer than two elected Parent Governors;
- No fewer than one elected member of staff
- The remaining being co-opted Governors appointed by the LGB\*.

\*Co-opted Governors can be parents/carers or members of staff but the number of staff Governors must not exceed one-third of the total number of Governors. Community Governors are recommended for appointment by the Trust Board or LGB. They are people who, in the opinion of the LGB, have the skills required to contribute to the effective governance and success of the school.

All Governor appointments must be approved by the Trust Board. There is an expectation that Governors will preserve and develop the principles and values of the Trust and the school to which they are appointed.

### **3.2 Committees/Working Groups**

The Trust Board has removed the need for separate committees to ensure effective lines of communication between the Trust Board, LGBs and Headteachers and to reduce the of duplication of work. Working Groups may be established by the Headteacher and LGB as and when required for the following reasons only:

Pay Matters  
Staff disciplinary/grievance hearings  
Student exclusion and attendance panels

If the Headteacher and LGB identify a need for an additional working group, discussion with the Company Secretary should take place in advance.

### **3.3 Terms of Office**

#### **Governors**

The term of office for all Governors is four years.

When a school joins the Trust, a Governor may join the newly formed LGB with the agreement of the Trust Board. In this instance, their term of office will be from when they started as a Governor at their previous school.

A Governor may serve for a shorter period if circumstances change and mean it is no longer possible to meet the commitments needed and so it becomes necessary to step down.

Each governor will sign the Trust's Governor's Code of Conduct annually. The Trust Board, or the Chair of the LGB, may remove any Governor who does not abide by this Code of Conduct.

#### **Local Governing Body Chair and Vice Chair**

The Chair and Vice Chair of the LGB, will normally be elected from within the members of the LGB. The Headteacher and Staff Governor are not eligible to stand for these roles. The term of office for Chair and Vice-Chair will be one year. For further detail on elections, please see the Governance Handbook.

### **3.4 Resignation and Removal**

All changes to LGB membership must be notified by the Chair to the Company Secretary so appropriate changes to the constitution can be recorded.

A Governor may at any time resign their office by giving notice in writing to the Company Secretary.

A Governor shall cease to hold office if they are removed by the person or persons who appointed them. This provision does not apply in the case of a Parent or Staff Governor.

Trustees may terminate the appointment of any Governor whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or school.

Any Staff Governor shall automatically cease to hold office if they cease to be employed at the school. However, a Parent Governor shall not automatically cease to hold office solely by reason of the child (of whom that Parent Governor is a parent or carer) ceasing to be a student at the school.

The Trust Board has the right to remove the Chair and Vice Chair whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or school.

## **4. Quorum and Meetings**

### **4.1 Quorum**

For any LGB meeting and vote the quorum must be any three Governors, or where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the matters to be resolved. The quorum for the purposes of:

- a) any vote on the removal of a Governor; and
- b) any vote on the removal of the Chair of the Local Governing Body\*

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors present at the meeting and entitled to vote on those respective matters.

\*It should be noted that the Trust Board has the power to remove a Chair in accordance with the Trust's Articles of Association and Scheme of Delegation. If LGBs have concerns about the Chair, these should be raised with the Company Secretary in the first instance.

### **4.2 Meetings**

The Trust Board has determined that LGBs will meet six times each academic year. Meetings will be face to face, where possible, unless restrictions are imposed by the Trust Board in light of a health pandemic, in which case, meetings will be held virtually.

Meetings for LGBs will be carried out in-line with the Trust's Business Planner and the Governance Communication Flow document.

The Business Planner is reviewed on an annual basis to maintain a robust means of communication between Members, Trustees, Executive Team, Local Governing Bodies and Headteachers.

All meetings shall be convened by the Headteacher's PA who will liaise with the Clerk to the LGB. The Headteacher's PA send the Governors written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting. The Governance Business Planner sets out the mandatory agenda items for each meeting and should be used to inform agenda planning.

A special meeting of the LGB shall be called by the Headteacher's PA and Clerk whenever requested by the Chair or at the request in writing by any three Governors. Where there are matters demanding urgent consideration, the Chair or, in their absence, the Vice Chair may waive the need for seven days' notice of the meeting and substitute such notice as they believe is reasonable.

The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

Every question to be decided at a meeting of the LGB shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.

A Governor may not vote by proxy.

No resolution of the Governors may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.

Any Governor who is also an employee of the Trust shall withdraw from that part of any meeting of the LGB at which their remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.

A resolution in writing, signed by all the Governors (or all of the members of a committee/working group of the Governors), shall be valid and effective as if it had been passed at a meeting of the Governors or (as the case may be) a committee/working group of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors (or the members of a committee, as the case may be).

Any Governor shall be able to participate in meetings of the Governors by telephone or video conference provided that reasonable notice has been given to the Headteacher's PA and Clerk and that the Governors have access to the appropriate equipment.

### **4.3 Minutes and Publications**

At every meeting of the LGB the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the Governors present decide otherwise and, if agreed to be accurate, shall be signed as a true record by the Chair, or Vice Chair in the Chair's absence.

The Headteacher's PA shall ensure that a copy of the agenda for every meeting of the Governors, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Trust Business Manager (Governance, Compliance and HR).

### **4.4 Clerk**

The LGB must have a Clerk to the Governors.

The decision to appoint or remove the Clerk is a decision to be made by the Trust Board. The Trust Board will appoint a skilled Clerk who, alongside the Headteacher's PA is able to provide the following services:

- Convene meetings;
- Take and distribute termly governing body meeting minutes;
- Maintain attendance records;
- Offer procedural advice and guidance during and between meetings;
- Take follow up action as required.

The Company Secretary will oversee and quality assure clerking services.

## **5. Scheme of Delegation**

As stated in the Scheme of Delegation, the strategic direction and delegation of Trust matters are ultimately the responsibility of the Trust Board but it is recognised that the Trust is founded on an ethos of collaboration and mutual cooperation between the academies within it. In accordance with this ethos, the processes described within the Scheme of Delegation for review and amendments to it shall apply equally to the review and amendment of these Terms of Reference.

The Scheme of Delegation is available on the Trust's website.

## **6. Review**

The Trust Board will review the Local Governing Body Terms of Reference on an annual basis, upon significant changes to the law and policy, or as needed.

## Appendix 4 – Lead Governor Visit Report

Lead Governor Visit Report			
Name:			
Date:			
School:			
Lead Governor Role:	Safeguarding / SEND / Vulnerable Groups (circle as appropriate)		
Staff/class/s visited:			
Information gathered from (please tick as appropriate):			
Attending an assembly	<input type="checkbox"/>	Meeting with a Curriculum Leader	<input type="checkbox"/>
Students work (on display or in books)	<input type="checkbox"/>	Meeting with the SENDCo	<input type="checkbox"/>
Talking to students about their work	<input type="checkbox"/>	Looking at resources	<input type="checkbox"/>
Talking to teaching staff	<input type="checkbox"/>	Looking at the buildings, premises	<input type="checkbox"/>
Talking to support staff	<input type="checkbox"/>	Health and Safety walk	<input type="checkbox"/>
Attending break or lunchtime	<input type="checkbox"/>	Attending a staff meeting	<input type="checkbox"/>
Meeting with the Headteacher	<input type="checkbox"/>	Other*	<input type="checkbox"/>
*Please specify			
Objectives of the visit/focus:			
Brief notes/points relevant to objectives:			

Three positive comments relevant to the visit focus:

- 1.
- 2.
- 3.

Points to take forward for discussion at the Governing Body Meeting:

Date discussed with the Headteacher:	
Date discussed with the Local Governing Body:	

Summary of discussion and follow up action as a result of the visit:

## Appendix 5 – Lead Safeguarding Governor Role Description

This document should be read in conjunction with the role description for Local Governor and Keeping Children Safe in Education (KCSIE).

### Knowledge, Skills and Behaviours

The Lead Safeguarding Local Governor takes leadership responsibility, on behalf of the Local Governing Body, to provide assurance that the Trust safeguarding policies and procedures are in place and are effective within the school. They act as the link between the Trust Board, the Local Governing Body and the School Designated Safeguarding Lead to report back on the strategic leadership of safeguarding within the school and compliance with statutory requirements.

### Strategic Leadership

1. Maintain strategic oversight to ensure that appropriate Trust policies, systems and procedures are in place within the school and working effectively so that all statutory responsibilities are met.
2. Ensure all other Local Governors develop their understanding of the Trust's child protection and safeguarding responsibilities as well as the arrangements in school.
3. The Local Governing Body are informed of safeguarding risks to young people in the school – this should be done in liaison with the Chair of the Local Governing Body and the Lead Safeguarding Trustee.

### Safeguarding

4. Maintain an awareness and understanding of the most up to date versions of Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.
5. Maintain an up to date knowledge of local and national developments in safeguarding provision and compliance requirements.
6. Maintain knowledge and understanding of the Ofsted Framework in relation to safeguarding.

### Monitoring

7. Ensure the school has appropriate arrangements in place for the appointment of Designated Safeguarding Leads (DSLs) and these are reported to the Local Governing Body.
8. Ensure the staff in school participate in the programme of training in place to provide DSLs and all staff with the level of training required for their role in accordance with KCSIE statutory guidance.
9. Ensure the school has implemented the Trust policies for safeguarding and associated policies e.g. recruitment in respect of safeguarding practice.
10. Review the annual safeguarding audit for the school and monitor implementation of actions.
11. Ensure safeguarding is a standing item on every Local Governing Body meeting and key issues are reported.
12. Ensure sufficient resources are allocated for the implementation of safeguarding arrangements and delivery of policy and monitor use and impact of the resources.
13. Ensure recruitment policy and implementation of this is in accordance with safer recruitment and appropriate recruitment checks are completed as set out in KCSIE including Single Central Record compliance.
14. Ensure that an annual report is presented to the Local Governing Body which provides an overview of safeguarding across the school, highlights key information regarding referrals, LAC, alternative provision, internal monitoring of safeguarding practice, allegations against staff, and policy changes.
15. Liaise with the Lead Safeguarding Trustee to support monitoring activity and ensure the Trust Board and Local Governing Body are informed of any safeguarding risks.

16. Complete appropriate records of monitoring visits following pre-arranged meetings with the school DSL and liaise with the Headteacher in respect of reporting to the Local Governing Body.

## Appendix 6 – Lead SEND Governor Role Description

This document should be read in conjunction with the role description for Local Governor and the SEND Code of Practice.

### Knowledge, Skills and Behaviours

The Lead SEND Local Governor takes leadership responsibility, on behalf of the Local Governing Body, to provide assurance that the Trust's policies for SEND are in place and effective within the school. They act as the link between the Trust Board, and Senior Leadership and the SENDCO to report back on the strategic leadership of SEND within the school.

### Strategic Leadership

1. Maintain strategic oversight to ensure that appropriate systems and Trust procedures are in place within the school to cover all aspects of SEND Code of Practice requirements so that all statutory responsibilities are met.
2. Ensure all other Local Governors develop their understanding of the Trust's SEND provision and statutory responsibilities.

### SEND

3. Maintain an awareness and understanding of the most up to date versions of the SEND Code of Practice and the Equality Act 2010.
4. Maintain an up to date knowledge of local and national developments in SEND provision and compliance requirements.
5. Maintain knowledge and understanding of the Ofsted Framework in relation to SEND.

### Monitoring

6. Ensure the school has appropriate arrangements in place for the appointment of a SENDCO in accordance with statutory requirements.
7. Ensure the school has an appropriate programme of training in place to provide all staff with the level of training required for their role in order to meet the needs of SEND students.
8. Ensure the school has followed the Trust Scheme of Delegation with regard to SEND policy design, review and implementation.
9. Review the annual SEND audit for the school and monitor implementation of actions.
10. Ensure SEND is a standing item on every Local Governing Body meeting.
11. Ensure sufficient resources are allocated for the implementation of SEND arrangements and delivery of policy and monitor use and impact of additional SEND top-up funding.
12. Evaluate the outcomes for SEND students in the school and ensure appropriate interventions, support and resources are put in place to support their progress.
13. Ensure SEND students are provided with the opportunity to participate in the full life of the school and Trust wide activities.
14. Ensure that an annual report is presented to the Local Governing Body which provides an overview of SEND across the school, highlights key information such as the local and national context for SEND, the different needs represented across the school, the level and type of provision provided in school, analysis of the budget and outcomes, training provided and key issues for the Local Governing Body to consider or feedback to the Trust Board.
15. Complete appropriate records of monitoring visits following pre-arranged meetings with the Headteacher or SENDCO and liaise with the Headteacher in respect of reporting to the Local Governing Body.

## Appendix 7 – Lead Vulnerable Groups Governor Role Description

This document should be read in conjunction with the role description for Local Governor and the Department for Education guidance in respect of vulnerable and disadvantaged students.

### Knowledge, Skills and Behaviours

The Lead Vulnerable Groups Local Governor takes leadership responsibility, on behalf of the Local Governing Body, for the school's responsibilities in addressing the challenges faced following Covid-19, the plans for recovery particularly in respect of the impact on those from vulnerable and disadvantaged backgrounds and for monitoring the use and impact of Pupil Premium funding on disadvantaged students.

### Strategic Leadership

1. Maintain strategic oversight to ensure that appropriate Trust systems and procedures are in place to address the challenges faced across the school following the unprecedented disruption to the education of students as a result of Covid-19 particularly in respect of vulnerable groups.
2. Maintain strategic oversight of the monitoring and evaluation of the impact of the recovery plan including the use of national funding and arrangements for Ofsted from January 2021.
3. Ensure all other Local Governors develop their understanding of the overall Trust recovery plans to address the challenges and the specific issues for the school.
4. Maintain strategic oversight of the monitoring and evaluation of Pupil Premium spending on the progress of and provision for disadvantaged students.

### Vulnerable Groups

5. Maintain an awareness and understanding of the most up to date versions of funding guidance for Covid Catch up and Vulnerable Groups
6. Maintain an up to date knowledge of local and national developments in provision for vulnerable groups.
7. Maintain knowledge and understanding of the Ofsted Framework in relation to vulnerable groups and provision for disadvantaged students.

### Monitoring

8. Ensure the school has appropriate arrangements in place for effective use of the Covid Catch up and Pupil Premium funding in order to effectively close the gaps for vulnerable students and highlight any specific issues to the Trust Board.
9. Ensure the school has an appropriate programme of training in place to provide all staff with the level of training required for their role in order to meet the needs of vulnerable groups.
10. Ensure the school is following the Trust recovery plan and has taken action, as delegated, in relation to curriculum development and expectations to catch up lost teaching time and support students.
11. Ensure Vulnerable Groups is a standing item on every Local Governing Body meeting.
12. Ensure sufficient resources are allocated for the implementation of Covid catch up and Pupil Premium action plans and monitor use and impact of Covid Catch-up and Pupil Premium Funding.
13. Evaluate the outcomes for vulnerable groups ensure appropriate interventions, provision and resources are put in place to support their progress and report at least annually to the Local Governing Body on the quality of provision for vulnerable students across the school.
14. Ensure vulnerable groups are provided with the opportunity to participate in the full life of the school and Trust wide activities.

## Appendix 8 – Questions Lead Governors may wish to ask

Lead Governors have an important strategic role to play in asking questions to both challenge and support senior leaders. Appropriate, focused questions will enable Lead Governors to get to know the school, its community and to also confirm information provided by the Headteacher and other school leaders. The questions should be the starting point for a dialogue with colleagues in school, not as a test of staff or a list for the Headteacher to respond to.

The following are example questions to help Lead Governors prepare for their link visit.

### Safeguarding

- Are plans in place to ensure that the key safeguarding duties are being undertaken?
- How does the Lead Governor know these plans are effective?
- What evaluation has taken place to establish the school's capacity to carry out their safeguarding duties and responsibilities?
- Who are the key staff, what are their roles and responsibilities?
- What training have key members of staff had to ensure they have the skills and knowledge to effectively evaluate the safeguarding and child protection arrangements in the school?
- What training has been provided for all staff and how often does training take place?
- Is training provided for new starters as part of their induction?
- What evidence/training logs are available?
- What are the local risks for students at the school?
- Does the Safeguarding Policy reflect local risks?
- What links are there with the Local Safeguarding Children Board (LSCB)?
- Do all staff understand how to raise a concern about another adult in the school?
- Do all staff know how to raise concerns about a student?
- Do all staff know what to do if a child makes a disclosure?
- What records are kept relating to staff and students concerns and disclosures?
- Are all applicants to volunteer positions subject to the all the appropriate vetting checks?
- Do all members of staff understand all aspects of the Prevent Duty?
- How does the school ensure it promotes the wellbeing of students?
- What is the procedure for locating students who appear to be missing education?
- What support is put in place for students who have been missing on more than one occasion?
- What steps are there to ensure the Health and Safety of students?
- How is student safety monitored and reviewed?
- Do post-event debriefs take place in order to evaluate the effectiveness of the risk assessment and inform future risk assessments?
- Do students with additional health needs have individual plans to ensure that their needs are appropriately, and safely, met?
- Are effective records kept when dispensing medication?

### Special Educational Needs and Disabilities (SEND)

- What provision is available?
- How do you evidence/assess that staff understand student needs?
- Who are the key staff, what are their roles and responsibilities?
- What support can SEND students expect?
- What in-house and external screening or assessments are available and how does this work?
- How accessible are the screening and assessments? Is there a long waiting list?
- What training is provided by the school to help raise awareness with the entire staffing body?

- What training is provided for staff working within the department?
- How often do staff receive training?
- Does the school have any support from specialists?
- What strategies are in place for students, are outcomes designed for each individual student?
- How is student progress tracked and monitored?
- What is the school's standard offer?
- What is the Local offer?

## **Vulnerable Groups**

- What would you say are the main barriers to learning for Pupil Premium students and how is the school working to overcome them?
- How is the allocation of the Pupil Premium decided?
- What are the priorities in this year's Pupil Premium strategy?
- Is the school working towards a Pupil Premium strategy?
- How effective has the previous strategy been in improving the outcomes for vulnerable learners?
- How does the attainment compare with others?
- How do we ensure our students receive a broad and balanced education?
- How do we ensure our students develop the skills and attitudes they need to flourish in and out of school?
- How are parents/carers engaged?
- How do you assess/monitor students' attitudes to learning?
- How do you deal with cyber bullying?
- What measures are in place to deal with persistent poor behaviour, for example, systems to identify and address the needs of students who continuously display disruptive behaviour?
- What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?
- How does the school development plan take account of vulnerable groups?

## Appendix 9 – Questions Ofsted might ask Governors

These questions are based on the 2019 Ofsted framework and are sited on The Key's website; <https://schoolleaders.thekeysupport.com/> Governors can use them to prepare for an inspection and get ideas about what evidence they can provide to justify answers.

The questions cover:

- Your understanding of your role and school.
- Quality of education/curriculum.
- Use of funding.
- Safeguarding.
- Personal development, behaviour and attitudes.

The Key developed this list based on:

- The inspection experiences of three Governing boards under the 2019 framework.
- Recommendations from The Key's associate education experts.
- A [blog post](#) by Sean Harford, Ofsted's National Director of Education.

Talk to the Headteacher and Chief Executive Officer about what Ofsted will ask. They will be able to predict Ofsted's key lines of enquiry based on the school's end-of-Key Stage data, historical performance, the last inspection report and the initial inspection phone call with the Lead Inspector. Remember that each inspection is unique. Inspectors do not have a single list of questions they must work through each time and they will adapt their questions to your school's circumstances.

### Know your role and your school

Inspectors want to make sure that you understand your role as a Governor and your statutory duties. More specifically, they want to know how well Governors fulfil their role and how well they know the school. They will likely ask you about:

- The vision for the school.
- The school's culture.
- What issues the school faces.
- The school's strengths and weaknesses.
- How the Local Governing Body responds to challenges.
- Why certain statutory requirements are not being met (if that is the case), for example, they might ask you if Governors are aware that the school website does not meet requirements.

### The 'strengths' and 'weaknesses' of your school

Even 'outstanding' schools will have 'weaknesses', or areas for improvement.

Governors should be familiar with the school's last Ofsted report and Ofsted's inspection data summary report <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools#inspection-dashboard> These will tell you:

- Which areas Ofsted has flagged for investigation.
- Whether there are particular subjects that are not performing as strongly as others.
- Whether there are particular student groups that are not performing as strongly as others.

- If students with Special Education Needs and Disabilities (SEND) are not making at least as good progress as other students with SEND nationally.
- Where Ofsted was critical of the school in the past and where they will be looking to see improvement this time.

governors should be aware of the strategies the school is using to address any issues because these should be included in the school's self-evaluation/school improvement/development plan, for example, attendance may be an issue at the school. Governors should be able to say whether there is a particular student group for which attendance is a problem (for example, boys, girls, disadvantaged students) and explain how the school is managing this.

Inspectors are also likely to look for evidence in the Local Governing Body's minutes or documentation that the Board is monitoring any such issues.

### **How money flows in and out of the school**

Governors should have a basic understanding of:

- How finances are managed (see the Trust's Scheme of Delegation).
- How Pupil Premium and SEND funding are monitored.
- The impact of targeted funding like PE and Sports Premium or Year 7 Catch-up Premium.
- How the Local Governing Body has held the school to account for its spending.

### **Safeguarding and welfare is a significant focus for any inspection**

Governors are expected to be familiar with all the statutory requirements relating to safeguarding and know how to show they are compliant. Governors are likely to be asked:

- How the Local Governing Body keeps policies up-to-date and compliant.
- How the Local Governing Body ensures policies are implemented.
- How effectively the school addresses not just general risks to children but also those risks that might be specific to the communities it serves, for example, risk of female genital mutilation or radicalisation.
- How safe the children feel and how Governors know this.

### **'Quality of education' under the new framework**

Under the 2019 Ofsted inspection framework, there is more of a focus on the quality of the school's curriculum.

Inspectors will look at the curriculum's:

- **Intent:** the extent to which the school's curriculum sets out the knowledge and skills students will gain at each stage.
- **Implementation:** the way the school staff teach and assess selected curriculum to support students, to build their knowledge and to apply that knowledge as skills.
- **Impact:** the outcomes students achieve as a result of the education they have received.

For governors, questions in this area will be general and focus on policy and results.

## **The role of data in an inspection**

Even though the new framework does step away from data as a key factor in grading schools, data still plays a role in inspection. Governors should have an understanding of the school's performance and know:

- How students' attainment and progress compares to other schools nationally, especially if the school is in the top or bottom 20% in the country
- Trends in the school's performance over time
- The performance of students eligible for Pupil Premium funding compared with their peers.

Governors should also be aware of the messages in the Analyse School Performance (ASP) report.

## **Holding the Headteacher and senior leaders to account**

governors might be asked how they verify the accuracy of what the Headteacher tells them. To evidence this, be sure that Governors' questions are holding the Senior Leadership Team to account and are accurately recorded in the minutes of Local Governing Body meetings. Responses should also be reflected in the school's self-evaluation/improvement/development plan as they are likely to be the school's priorities for improvement.

## **'Personal development' and 'behaviour and attitudes' under the new framework**

Another change to the inspection framework is that 'behaviour and attitudes' will now be judged separately from 'personal development'.

### **Behaviour and attitudes**

This focuses on the school environment, for example, Governors should be prepared to describe the school's strategies for:

- Behaviour management
- Attendance
- Bullying

### **Personal development**

Inspectors want to know how effectively the Local Governing Body is guiding and monitoring students' development into effective adults and good citizens. They might ask how the school promotes:

- British values such as mutual tolerance and respect and the value of democracy
- Healthy lifestyle choices
- What are the strengths/areas for development?
- What is innovative about the pastoral care, what do you do that other schools do not?
- Tell me about the ELSAs
- Tell me about THRIVE
- Are the aspirations high enough in EYFS?
- Tell me about the curriculum
- Are there any weaknesses in the quality of teaching and learning?
- Tell me about Pupil Premium (PP) in this school, what is the impact of PP spending?

- What opportunity do the children get to debate?
- How are Governors involved in monitoring?
- Is RE being taught in this school?
- How do Governors challenge leaders?
- How are Governor training needs identified?
- How do the governors make sure the priorities are moved forward?
- Tell us about your safeguarding training.
- How do you ensure safeguarding is effective?
- What training have governors had? What access do governors have to training?
- How do you ensure staff wellbeing? Give examples.
- How do you ensure HT wellbeing?
- What do you hope Year 6/11/13 will have achieved by the time they leave?
- How do you know about staff Continuing Professional Development (CPF)? How do you know staff have the subject knowledge they need?
- How do you ensure the curriculum is broad, balanced and accessible to all?
- How do you know what Pupil Premium is spent on and its impact?
- What are your local issues?

## Appendix 10 – Acronyms in Education

Short form	Long form
A level	Advanced level examinations
AAN	Approved Admission Number
ABE	Adult Basic Education
ACE	Advisory Centre for Education
ACL	Adult Community Learning
ACPC	Area Child Protection Committee
ACS	Average Class Size
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AEO	Area Education Officer
AfL	Assessment for Learning
AI	Assigned Inspector
ALI	Adult Learning Inspectorate
ALIS	A Level Indicator System
ALPS	Advanced Level Performance System
AoC	Association of Colleges
APT&C	Administrative, Professional, Technical and Clerical
AQA	Assessment and Qualifications Alliance
ASB	Aggregated Schools Budget
ASCL	Association of School and College Leaders
ASP	Analyse School Performance
ASPECT	Association of Professional in Education and Children's Trust
ASR	Annual School Review
AST	Advanced Skills Teacher
AT	Attainment Target
ATL	Association of Teachers and Lecturers
AWPU	Age-Weighted Pupil Unit
AWPU(N)	Age Weighted Pupil Unit (Number)
BA	Bachelor of Arts
BAC	Behaviour and Attendance Collaborative
BAGA	British Amateur Gymnastics Association
BDA	British Deaf Association
BDA	British Dietetic Association
BDA	British Dyslexia Association
BECTA	British Educational Communications and Technology Agency
BEd	Bachelor of Education
BEI	British Education Index
BITC	Business in the Community
BLN	Bradford Learning Network
BME	Black and Minority Ethnic
BSA	Basic Skill Agency
BSc	Bachelor of Science
BSP	Behaviour Support Plan
BSS	Behaviour Support Service
BTEC	Business and Technology Education Council
C&G	City and Guilds

CAB	Citizens Advice Bureau
CAD	Computer Aided Design
CAF	Common Assessment Framework
CAFM	Computer Aided Facilities Management
CAL	Computer Assisted Learning
CAM	Computer Aided Manufacture
CAMHS	Child and Adolescent Mental Health Service
CAP	Child Action Project
CAP	Common Application Process
CASE	Campaign for the Advancement of State Education
CAT	Cognitive Ability Test
CAT	Curriculum Attainment Target
CATS	Credit Accumulation and Transfer System
CBT	Cognitive Behavioural Therapy
CCT	Compulsory Competitive Tendering
CDC	Child Development Centre
CDT	Craft, Design and Technology
CE	(Bradford) Confederations Executive
CEG	Careers Education Guidance
CEM	Centre for Education Management
CFE	Countryside Foundation for Education
CFET	Certificate in Further Education and Training
CFR	Consistent Financial Reporting
CIF	Common Inspection Framework
CLAIT	Computer Literacy and Information Technology
CMIS	Central Management Information System (provided by Serco)
CNAA	Council for National Academic Awards
CoC	Changing Our Council (BMDC)
COSHH	Control of Substances Hazardous to Health
CoVE	Centre of Vocational Excellence
CP	Child protection
CPA	Comprehensive Performance Assessment
CPD	Continuing Professional Development
CPS	Classroom Teachers Pay Spine
CPVE	Certificate of Pre-vocational Education
CRE	Commission for Racial Equality
CST	Curriculum Support Team
CTC	City Technology College
CTF	Common Transfer File
D&T	Design and Technology
DBS	Disclosure Barring Service
DCPO	Designated Child Protection Officer
DDA	Disability Discrimination Act
DfE	Department for Education
DHT	Deputy Headteacher
DI	The Dyslexia Institute
DLO	Desirable Learning Outcomes
DOB	Date of Birth
DPO	Data Protection Officer
DRC	Disability Rights Commission

DSL	Designated Safeguarding Lead
DTP	Desktop Publishing
DWP	Department of Work and Pensions
EAB	Examinations Appeals Board
EAL	English as an Additional Language
EAZ	Education Achievement Zone
EAZ	Education Action Zone
EBD	Emotional and Behavioural Difficulties
EBP	Education Business Partnership
EC	Excellence Cluster
eCAF	Electronic Common Assessment Framework
ECM	Every Child Matters
ECYPPC	Education of Children and Young People in Public Care
EDU	Education Development Unit
EEA	European Economic Area
EEC	Early Excellence Centres
EENET	Enabling Education Network
EFL	English as a Foreign Language
EHC	Education, Health and Care
EHE	Elective Home Education
EHP	Early Headship Provision
EiC	Excellence in Cities
EIP	Education Improvement Partnerships
EMA	Ethnic Minority Achievement
EMAG	Ethnic Minority Achievement Grant
EMAS	Ethnic Minorities Achievement Service
EMS	Education Management System
EO	Equal Opportunities
EO	Education Otherwise
EOTAS	Education Other than at School
EP	Educational Psychologist
EPM	Education Plan Monitoring
EPT	Educational Psychology Team
ERA	Education Reform Act
ESF	European Social Fund
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
ESW	Education Social Worker
EU	European Union
EWO	Education Welfare Officer
EYCS	Early Years and Childcare Service
EYDCP	Early Years Development and Childcare Partnership
EYDP	Early Years Development Plan
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Programme
FAETC	Further and Adult Education Training Certificate
FAP	Fair Access Protocol
FBV	Fundamental British Values
FE	Further Education
FEFC	Further Education Funding Council

FEX	Fixed Term Exclusions from school
FF	Fair Funding
FFS	Farms for Schools
FFT	Fischer Family Trust (a charity that provides estimates of pupil performance)
FGM	Female Genital Mutilation
FL	Family Learning
LLN	Family Literacy, Language and Numeracy
FMS	Financial Management System
FMSIS	Financial Management Standards in Schools
FOI	Freedom of Information (Act)
FORM 7	DfE form sent every January requesting school statistics
FRESA	Framework for Regional Employment and Skills Action
FRS	Fire and Rescue Service
FS	Foundation Stage
FSA	Financial Services Authority
FSM	Free School Meals
FSP	Foundation Stage Profile
FSS	Formula Spending Share
FSW	Family Support Worker
FTE	Full Time Equivalent
G&T	Gifted and Talented
GB	Governing Board
GBA	Governing Bodies Association
GCE A	General Certificate of Education Advanced Level
GCE AS	General Certificate of Education Advanced Supplementary
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulation
GLD	Good Level of Development
GM	Grant Maintained
GNVQ	General National Vocational Qualification
GOYH	Government Office of Yorkshire and Humberside
GRE	Grant Related Council
GSA	Girls' School Association
GSB	General Schools Budget
GTC	General Teaching Council
H&S	Health and Safety
HACSG	Hyperactive Children's Support Group
HAD	Hyperactivity Disorder
HE	Higher Education
HEADLAMP	The Headteachers' Leadership and Management Programme
HEFC	Higher Education Funding Council
HESA	Higher Education Statistics Agency
HiMP	Health Improvement Plan
HIP	Headteachers' Induction Programme (now replaced by EHP)
HMC	Headmasters' and Headmistresses' Conference
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate
HMM	Healthy Minds Matter
HMSO	Her Majesty's Stationery Office
HODs	Heads of Departments

HRF	Health Related Fitness
H-SA	Home-School Agreement
HSE	Health and Safety Executive
HT	Headteacher
IAG	Individual Advice and Guidance
IB	International Baccalaureate
ICO	Information Commissioner's Office
ICS	Integrated Children's System
ICT	Information and Communications Technology
IEB	Interim Education Board
IEC	Interfaith Education Centre
IEP	Individual Education Plan
IfL	Institute for Learning
IiC	Investors in Children
IIP	Investors in People
ILP	Individual Learning Plan
ILR	Individual Learner Record
ILS	Integrated Learning Systems
INSET	In-Service Education and Training
IRT	The Identification, Referral and Tracking of children and young people at risk
IS Index	Information Sharing Index
ISA	Information Sharing and Assessment
ISB	Individual Schools Budget (i.e. the delegated budget for each school)
ISBL	Institute of School Business Leadership
ISC	Independent Schools Council
ISCG	Institute of School and College Governors
ISEB	Independent Schools Examination Board
ISI	Independent Schools Inspectorate
ISIS	Independent Schools Information Service
ISP	Integrated Service Plan
ISR	Individual School Range
IT	Information Technology
ITT	Initial Teacher Training
IYSS	Integrated Youth Support Service
JAR	Joint Area Review
JCQ	Joint Council for Qualifications
JNC	Joint National Committee or Joint Negotiating Committee
KCSIE	Keeping Children Safe in Education
KPI	Key Performance Indicator
KS	Key Stage
KS1	Key Stage 1 Years 1-2 (5 - 7 year olds)
KS2	Key Stage 2 Years 3-6 (8 - 11 year olds)
KS3	Key Stage 3 Years 7-9 (12-14 year olds)
KS4	Key Stage 4 Years 10-11 (15 - 16 year olds)
LA	Local Authority
LAC	Looked After Children
LAP	Local Achievement Partnership
LDP	Local Delivery Plan
LEA	Local Education Authority
Learndirect	National Education and Training Helpline

LGA	Local Government Association
LGB	Local Governing Board
LGBT	Lesbian, Gay, Bisexual, Transgender
LIF	Local Initiative Fund
LIG	Leadership Incentive Grant
LLDD	Learner with Learning Difficulties or Disabilities
LMS	Local Management of Schools
LMSS	Local Management of Special Schools
LPSA	Local Public Service Agreement
LPSH	Leadership Programme for Serving Headteachers
LRM	Local Resource Management
LSA	Learning Support Assistant
LSB	Local Schools Budget (i.e. the total budget available to be spent on schools)
LSC	Learning and Skills Council
LSDA	Learning Skills Development Agency
LSE	Library Services for Education
LSP	Local Strategic Partnership
LSW	Learning Support Workers
M&E	Monitoring and Evaluation
M.Ed	Master of Education
MA	Master of Arts
MA&T	More Able and Talented
MAT	Multi-Academy Trust
MCI	Management Charter Initiative
MENCAP	Royal Society for Mentally Handicapped Children and Adults
MFL	Modern Foreign Languages
MIND	National Association for Mental Health
MIS	Management Information System
MLD	Moderate Learning Difficulties
MPR	Main Pay Range
MSc	Master of Science
MTFS	Medium Term Financial Strategy
NACAB	National Association of Citizens Advice Bureaux
NACE	National Association for Able Children in Education
NAGC	National Association for Gifted Children
NAGM	National Association of Governors and Managers
NAHT	National Association of Headteachers
NAPE	National Association for Primary Education
NAS	National Autistic Society
NASEN	National Association of Special Educational Needs
NASUWT	National Association of Schoolmasters Union of Women Teachers
NATFHE	National Association of Teachers in Further and Higher Education
NC	National Curriculum
NCB	National Children's Bureau
NCER	National Consortium of Examination Results
NCMA	National Childminding Association
NCPTA	National Conference of Parent Teacher Associations
NCSL	National College of School Leadership
NCT	Non-contact time
NCT	National Curriculum Tests

NCTL	National College for Teaching and Leadership
NCVQ	National Council for Vocational Qualifications
NCY	National Curriculum Year
NDS	New Deal for Schools
NEET	Not in Education, Employment or Training
NEOST	National Employers Organisation for School Teachers
NERS	National Exclusions Reporting System
NETT	National Education and Training Targets
NEU	National Education Union
NFER	National Foundation for Educational Research
NGA	National Governance Association
NGC	National Council for Governing Bodies
NGFL	National Grid for Learning
NHS HT	National Health Service Hospital Trust
NHS PT	National Health Service Partnership Trust
NIACE	National Institute of Adult Continuing Education
NLP	National Literacy Project
NN	Neighbourhood Nurseries
NEB	National Nursery Examination Board
NOCN	National Open College Network
NOF	New Opportunities Fund
NoR	Number on Roll
NOVA	End of Key Stage results analysis tool provided by the NCER
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leadership
NQT	Newly Qualified Teacher
NSPCC	National Society for the Prevention of Cruelty to Children
NTA	Non-Teaching Assistant
NUPE	National Union of Public Employees
NUT	National Union of Teachers
NVQ	National Vocational Qualification
O and A	Observation and Assessment
OCN	Open College Network
OCR	Oxford Cambridge and RSA Examinations
OFSTED	Office for Standards in Education
OJC	Officers' Joint Committee (BMDC) with Unison
OOHL	Out of Hours Learning
OU	Open University
PAC	Public Affairs & Communications (BMDC)
PAN	Pupil Admission Number
PANDA	Performance and Data Analysis
PANDAS	Performance and Assessment Documents
PAT	Professional Association of Teachers
PATA	Parent and Toddler Association
PCT	Primary Care Team
PDC	Professional Development Consultancy
PE	Physical Education
PEACH	Parents for the Early intervention of Autism in Children
PEO	Principal Education Officer
PEP	Personal Education Plan

PEPs	Personal Education Plans
PEX	Permanent Exclusion from school
PFI	Private Finance Initiative
PfS	Playing for Success
PGCE	Postgraduate Certificate of Education
PID	Project Initiation Document
PIN	Parents Information Network
PIP	Performance Improvement Plan
PIs	Performance Indicators
PLASC	Pupil Level Annual Schools Census (replaced by School Census from January 2007)
PLP	Primary Leadership Programme
PMLD	Profound and Multiple Learning Difficulties
PO	Project Officer
PoCA	Protection of Children Act
PoS	Programme of Study
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRB	Performance Review Board
PRC	Pupil Referral Centre
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSA	Parent School Association
PSE	Personal and Social Education
PSHE	Personal, Social and Health Education
PSHE+C	Personal, Social, Health and Citizenship Education
PSP	Pastoral Support Programme
PSS	Pupil and Student Services Group
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
QA	Quality Assurance
QAA	Quality Assurance Agency for Higher Education
QAN	Qualification Accreditation Number
QCA	Qualifications and Curriculum Authority
QT	Qualified Teacher
QTS	Qualified Teacher Status
R (Y1, Y2 etc)	Reception (Year 1 etc)
RARPA	Recognising and recording progress and achievement
RDA	Regional Development Agency
RE	Religious Education
READS	Racial Equality and Diversity Service
Reg 33	Regulation 33 relation to the inspection of children's homes
RgI	Registered Inspector
RI	Requires Improvement
RoA	Record of Achievement
RSA	Royal Society of Arts Examination Board
RSE	Relationship and Sex Education
RSU	Research and Statistics Unit
s2s	School to school secure data transfer system
SACRE	Standing Advisory Council on Religious Education

SAR	Subject Access Request
SAR	Self Assessment Report
SATs	Standard Assessment Tests
SBM	School Business Manager
SCC	School causing concern
School Census	Pupil level statistics collected termly by DfE
SCR	Single Central Record
SDP	School Development Plan
SEAL	Social and Emotional Aspects to Learning
SEF	School self-evaluation form issued by Ofsted
SEMH	Social Emotional Mental Health
SEMT	School Emergency Management Team
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDSCO	Special Educational Needs and Disabilities Coordinator
SENDA	Special Educational Needs Discrimination Act
SEP	Single Education Plan
SEU	Standards and Effectiveness Unit
SFR	Statistical First Release (DfE data release)
SHA	Secondary Heads Association
SHMIS	Society of Headmasters and Headmistresses of Independent Schools
SI	School Improvement
SIMS	Schools Information System
SIP	School Improvement Partner
SLA	Service Level Agreement
SLC	Student Loans Company
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SM	Special Measures
SMART	Smart, Measurable, Achievable, Relevant, Time-scaled targets
SMSC	Spiritual, Moral, Social and Cultural
SMT	Senior Management Team
SN	Standard Number (replaced PAL - Planned Admission Level)
SOP	School Organisation Plan
SoS	Secretary of State
Soulbury	Pay scale for education staff
SoW	Scheme of Work
SPaG	Spelling and Punctuation and Grammar
SPAW	School Performance Award Scheme
SpLD	Specific Learning Difficulty
SRB	Single Regeneration Budget
SRS	Safer Routes to Schools
SSA	Standard Spending Assessment
SSCO	School Support Coordinators
SSE	School Self Evaluation
SSF	School Standards Fund
SSFA	School Standards and Framework Act 1998
SSM	Strategic Support Managers (BMDC)
STA	Standards and Testing Agency
STABIS	State Boarding School Information Service

STPCD	School Teachers' Pay and Conditions Document
STRB	School Teachers' Review Body
SURE Start	Sure Start is a government programme bringing together.
SW	Serious Weaknesses
TA	Teaching Assistant
TDA	Training and Development Agency for Schools
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement
TLG	Training Link Governor
TLR	Teaching and Learning Responsibility
TP	Teachers' Pensions
TSC	Transactional Services Centre (BMDC)
TTA	Teacher Training Agency
TUC	Trade Union Congress
UCAS	University and Colleges Admissions Service
UfA	University of the First Age
UIFSM	Universal Infant School Meals
ULN	Unique Learner Number
UPN	Unique Pupil Number
UPR	Upper Pay Range
URN	Unique Reference Number
VA	Voluntary Aided
VC	Voluntary Controlled
VRQ	Verbal Reasoning Quotient
WBL	Work Based Learning
WEA	Workers Educational Association
WYLP	West Yorkshire Learning Providers
Y1, Y2 etc	Year 1, Year 2 etc
YELLIS	Year 11 Indicator System
YIST	Youth Inclusion and Support Team
YOS	Youth Offending Service
YOT	Youth Offending Team
YOT (or S)	Youth Offending Team (or Service)
YPLA	Young Person's Learning Agency
YTS	Youth Training Scheme