



## Governance Handbook

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## Associated documents & reading

DfE statutory documents and guidance

- Academy Trust Handbook
- DfE Competency Framework for Governance
- [Academy Trust Governance Guide](#)

A good source of relevant information is: <https://www.gov.uk/government/collections/academy-trusts-governance>

## ONE Academy Trust documents and guidance

All documents are available on the ONE Academy Trust website (public and/or in the secure Trustees' and Governor' shared areas)

<ul style="list-style-type: none"><li>▪ ONE61-01 - Governance Resource Manual (contains ideas for questioning and challenge)</li><li>▪ Articles of Association</li><li>▪ Scheme of Delegation</li><li>▪ Terms of Reference</li><li>▪ Code of Conduct (Trustees &amp; Governors)</li><li>▪ School Visits Protocol</li><li>▪ Recruitment of Trustees &amp; Governors</li><li>▪ Master Funding Agreement</li><li>▪ Annual Planner (published annually in the Autumn term - 'live' document)</li><li>▪ Meeting &amp; Training schedule (published annually in the Autumn term - 'live' document)</li><li>▪ ONE Academy Trust calendar</li></ul>	<ul style="list-style-type: none"><li>▪ Model agendas<ul style="list-style-type: none"><li>○ Board of Trustees</li><li>○ Local Governing Body (LGB)</li></ul></li><li>▪ Feedback proformas<ul style="list-style-type: none"><li>○ Trust Board to LGB</li><li>○ LGB to Trust Board</li></ul></li><li>▪ Annual Safeguarding Checklist</li><li>▪ Minutes of meetings</li><li>▪ Skills Audit</li><li>▪ ONE Academy Trust Induction Forms (Trustees, governors &amp; members)<ul style="list-style-type: none"><li>○ Clerk's checklist</li><li>○ Governor/Trustee/member checklist</li></ul></li></ul>
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### 1. Welcome message from the Chief Executive

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Thank you for volunteering to become a trustee or a school governor with ONE Academy Trust. These roles are important in the strategic leadership of our Trust and in ensuring high standards of education for all our pupils. I hope you enjoy being part of our team and helping us to achieve our aims.

Graham Boyd

CEO  
ONE Academy Trust

ONE62 - Governance Handbook

## 2. Purpose of this Handbook

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- 2.1 This handbook is designed to help you to be effective in your role as part of the governance team. Please use this document as a source of information and guidance throughout your term of office.
- 2.2 Throughout the document, reference is made to both the Trust and our schools. If you are a trustee, your focus will be on the multi-academy trust. If you are appointed as a governor, your focus will be on your school.
- 2.3 This handbook should be read alongside the **associated documents** listed above which provide further information.

## 3. About us...

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- 3.1 ONE Academy Trust is a multi-academy Trust (MAT) that was established in 2023. We have eight primary schools in the Trust.
  - Abbey Primary School
  - Arnbrook Primary School
  - Derwent Primary
  - Dovedale Primary School
  - Sawley Infant & Nursery School
  - Sawley Junior School
  - Shardlow Primary School
  - Southwark Primary School
- 3.2 We think our values and ethos set us apart from other multi-academy trusts in that there is a strong focus on enabling our member schools to drive their own improvement and maintain their autonomy.
- 3.3 We nurture a strong supportive environment that utilises the collective skills of our headteachers and practitioners. The Trust attracts and appoints high-calibre staff and we have developed partnerships with businesses, teaching alliances, and universities to enable us to nurture talent and ensure we grow inspirational leaders.
- 3.4 ONE Academy Trust is an exempt charity and a company limited by guarantee. It is classed as a 'converter' academy as it originally converted from maintained schools.
- 3.5 As a multi-academy Trust, ONE Academy Trust has some different responsibilities to those of maintained schools because we receive funding directly from the DfE (not via the Local Authority) and we are accountable directly to the Secretary of State for both the financial management of our organisation and the educational outcomes of our pupils.
- 3.6 The DfE Academy Trust Handbook sets out our financial and governance responsibilities. This is reviewed and updated annually. A network of Regional School Commissioners (RSCs) set up by the Secretary of State, oversees the performance of academies in regional areas.

## 4. Our vision & values

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- 4.1 The aim of the Trust is one of sustainable academy improvement ensuring that all our schools become the best they can be. Children are the centre of our focus and schools in the Trust must ensure they reach their potential - a 'no excuse culture' is paramount to achieving this.

Our schools provide pupils with opportunities that expand their understanding of the world and raise their aspirations for the future.

### **‘EveryONE Matters’**

4.2 This ethos is guided by our key values:

**Respect | Integrity | Trust | Togetherness | Honesty | Ambition | Accountability | Caring**

4.3 The values are key to everything the trust represents and they are threaded through all facets of school improvement and owned and understood by all members of the academy community.

4.4 Each of the schools within the trust has developed aims and values which fulfil the trust’s values and reflect the individual character of each school. These are available on the school website and will be discussed with school governors as part of the induction process.

## **5. The core functions of governance**

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5.1 Governors and trustees are **collectively** responsible for:

- strategic leadership
- accountability and assurance
- strategic engagement

5.2 All trustees and governors are encouraged to read the [Academy Trust Governance Guide](#) (which replaced the **DfE Governance Handbook** and the **DfE Competency Framework for Governance** in March 2024). This document gives detailed guidance on all aspects of governance.

5.3 The trustees are accountable for the performance of the trust and have an oversight and decision-making function for the whole trust.

5.4 Governors have delegated responsibility for oversight of their school within the trust and are accountable to the trustees.

5.5 Trustees and governors must act in the best interests of the trust and schools and in accordance with the trust’s Articles of Association.

## **6. Our code of conduct and the 7 Nolan principles of public life**

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6.1 We aim to ensure that our members, trustees and governors carry out their roles with honesty and integrity, and help us to ensure that all our schools are environments where everyone is safe, happy and treated with respect. The 7 Principles of Public Life (known as the 'Nolan Principles') apply to anyone who holds public office and are incorporated into the ONE Academy Trust Code of Conduct for trustees and governors.

- **Selflessness** – *we will act in the public interest*
- **Integrity** – *we will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare any conflict of interests*
- **Objectivity** – *we will act and take decisions impartially, fairly, and on merit. We will use the best evidence and avoid discrimination or bias*

- **Accountability** – we understand that we are accountable to the public for our decisions and actions. To make sure of this, we will be scrutinised where necessary
- **Openness** – we will act and take decisions openly and transparently. We will not withhold information from the public unless there are clear and lawful reasons for doing so
- **Honesty** – we will be truthful
- **Leadership** – we will actively promote and support the above principles and will challenge poor behaviour wherever it happens

6.2 By accepting a governance appointment within ONE Academy Trust, you are agreeing to accept the provisions of the Code of Conduct. It is your responsibility to ensure that you are familiar with and comply with, all the relevant provisions of the code.

6.3 If you are in doubt about the provisions of this code or any documents referenced, please consult the governance professional and, if necessary, additional professional advice will be obtained.

6.4 Each trustee and governor will be required to declare on an annual basis that they are eligible to serve in their respective capacity and their continuing agreement to the Code of Conduct.

## 7. Conflicts of interest

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7.1 At ONE Academy Trust, we want to ensure that the decisions taken by the governing boards are free from personal bias, and don't unfairly benefit any individual or company connected to the school or trust.

7.2 You will be required to complete and sign a form which details your personal and pecuniary interests on appointment and review it regularly thereafter. You may be required to provide additional information for audit purposes. It is a statutory requirement that you provide this information and that relevant interests are published.

7.3 Our Code of Conduct and our Register of Interests Policy aim to ensure that:

- Everyone understands what a conflict of interest is
- Everyone understands their responsibility to identify and declare any conflicts of interest
- Every potential conflict of interest, or perceived conflict of interest, is identified, recorded and prevented
- Decision-making isn't affected by conflicts of interest

7.4 The ONE Academy Trust Terms of Reference set out clear procedures for managing conflicts of interest.

## 8. The structure of governance in ONE Academy Trust

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8.1 The layers of governance within the Trust provide accountability, oversight, support and challenge close to the point of delivery.

8.2 A diagram showing the structure of governance in ONE Academy Trust is at Appendix 1

8.3 The ONE Academy Trust Terms of Reference and the Scheme of Delegation jointly set out the structure, constitution and delegated responsibilities of the Board of Trustees and local governing bodies in detail. These are reviewed and re-issued annually in the autumn term.

## Members

- 8.4 The members "own" the multi-academy trust and their rights and responsibilities are set out in the Articles of Association. They are responsible for ensuring that the charitable objective is being fulfilled and they hold the trustees to account.
- 8.5 In ONE Academy Trust, the members meet annually in December at the Annual General Meeting (AGM) to review the annual accounts and hold the trustees to account. They are also responsible for appointing the auditors of the trust and the appointment of trustees. Some decisions may be made by written agreement out-of-committee.

## Trustees

- 8.6 The ONE Academy Trust Board of Trustees (the Trust Board) is the accountable body and is responsible for the oversight of all activities within the multi-academy trust. It is responsible for the three core governance functions in relation to the Trust, making key decisions and conducting the business of the Trust. The board of trustees must ensure compliance with charity law, company law, and the Trust's funding agreement. Its responsibilities are set out in the **Articles of Association** and the **Scheme of Delegation**.
- 8.7 Under the Scheme of Delegation, the trustees delegate responsibilities to:
- the Chief Executive Officer (CEO)
  - the Chief Financial Officer (CFO)
  - the local governing bodies (LGBs) of each school
  - the headteachers
- 8.8 The trustees meet six times throughout the year as a minimum. Some decisions may be made by written agreement out-of-committee.
- 8.9 Trustees may have specific **link** roles and responsibilities (*see Appendices 2 and 4*).

## Governors

- 8.10 Each school has a Local Governing Body (LGB) which is a committee of the board of trustees and has been delegated specific functions and responsibilities under the ONE Academy Trust **Scheme of Delegation**.
- 8.11 Each local governing body operates in accordance with the One Academy Trust **Terms of Reference**. The local governing bodies may delegate specific functions and responsibilities to committees in accordance with their constitution.
- 8.12 Governors may have specific **link** roles and responsibilities (*Appendices 2 and 4*).

## Executive team

### Chief Executive Officer (CEO)

- 8.13 The chief executive officer (CEO) has overall responsibility for the operation of ONE Academy Trust and is the accounting officer for the Trust.

### Chief Financial Officer (CFO)

- 8.14 Responsible for the financial management of the Trust.

### Vice-CEO



- 8.15 Responsible for supporting the CEO in leading the Executive Team of the Trust and providing strategic leadership and management across all aspects of the Trust's activities. Primary focus areas are the provision of high-quality education and effective safeguarding.

### **Chief Operations Officer (COO)**

- 8.16 Responsible for developing the Trust's estate, services and operations in accordance with the strategic direction set down by the trustees and the CEO. Leads the premises team across the Trust, in conjunction with trust/school leaders, to provide a high-quality service to each site.

### **Director of Education and Standards**

- 8.17 Overall responsibility for the work of improving school educational standards and effectiveness.
- 8.18 Acts as the Trust's senior educational adviser. Leads on the trust's School Improvement Strategy (the Partnership Model), Continuous Professional Development (CPD) opportunities and school improvement networks.

### **Human Resources Manager**

- 8.19 Responsible for human resources (HR) advice to the trust executive team and the schools, and the management of HR issues across the multi-academy trust.

### **Governance Coordinator and Clerk to the Board of Trustees**

- 8.20 The governance professional responsible for the coordination and delivery of governance arrangements across the trust and clerical support to the members and trustees including preparing agendas and minutes, advising on legislation and ensuring compliance. The governance coordinator also provides administrative support to the trust in drafting and maintaining policies and documents.

### **Data Protection Officer (DPO)**

- 8.21 The Data Protection Officer (DPO) has responsibility for overseeing compliance with Data Protection legislation across the Trust (*currently an external provider*).

## **Trust leaders**

### **Headteachers**

- 8.22 Each school has a headteacher who is the leader of the school and has responsibility for the strategic vision and values, effective financial and staff management, safeguarding, and the educational outcomes for pupils in the school.

## **9. Scheme of Delegation**

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- 9.1 Our Scheme of Delegation sets out:
- Which committees and individuals will make decisions and carry out certain functions of the Trust Board
  - Which responsibilities have been delegated to the local governing bodies
  - Which responsibilities have been delegated to the CEO, executive team and headteachers

## 10. Terms of Reference

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- 10.1 Our Terms of Reference set out the constitution, remit and operation of the Board of Trustees and each committee in accordance with the Trust's Articles of Association. The Local Governing Bodies (LGBs) are committees of the Board of Trustees.

## 11. The governing board

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- 11.1 The structure, membership and constitution of each governing board are set out in the **Terms of Reference**. This is reviewed by each Local Governing Body and the Trust Board on an annual basis. All changes must be approved by the Trust Board.
- 11.2 The following roles are common to all boards.

### Chair

- 11.3 The governor/trustee elected to lead the governing board's work, chair meetings and work closely with the headteacher/CEO.

### Vice-chair

- 11.4 Deputises for the chair when they're absent.

### Link governor/trustee

- 11.5 A member of the governing board appointed to monitor a specific aspect of its work.

### Associate members of the governing body (trustees/governors)

- 11.6 Appointed to the board for their expertise in a particular area. They are not considered governors/trustees. They can serve on committees, where they have full voting rights. They can attend full governing board meetings, but can't vote at them.

### Governance Professional (clerk)

- 11.7 Appointed to carry out administrative duties for the governing body. The governance professional also advises the governing body on legal and procedural matters. Clerking services may be provided in-house or procured externally.

## 12. Communication

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- 12.1 Communication across the trust is facilitated through various forums and committees and written feedback and minutes.

### Board of Trustees

- 12.2 The governance professional provides the LGBs and headteachers with a summary of the key points of trustees' meetings shortly after the meetings using the Feedback Form.
- 12.3 Minutes of the Trust Board meetings are made available to governors and headteachers following their formal approval.
- 12.4 Local governing bodies
- 12.5 The clerk or chair of each LGB provides feedback/questions to the Trust Board (via the clerk) shortly after their meetings using the Feedback Form.
- 12.6 Minutes of LGB meetings are made available to the trustees following their formal approval.

## **Chair of Governors Forum**

12.7 Chairs of governors meet with the CEO, the chair of the Trust Board and the CFO to discuss and consult on common issues and share best practice.

## **Executive Team**

12.8 The Executive Team meet every four weeks to discuss and consult on the strategic direction of the academy trust and progress the action plan.

## **Headteachers Forum**

12.9 The headteachers' forum meets approximately half-termly with the Executive Team to discuss and contribute to the development of trust-wide priorities, policy and procedures, progress actions and ongoing initiatives and to share best practice across the schools.

## **13. Strategic planning**

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13.1 Our strategic planning is contained within the following documents:

- School Improvement/Development Plan (for each school)
- ONE Academy Trust Strategic Plan
- ONE Academy Trust Partnership Improvement Model
- MAT Improvement Plan (for each school)
- ONE Academy Trust Business Plan
- Benchmarking Report

13.2 The School Improvement/Development plan (SIP/SDP) is a document that sets out all the actions that drive the school's improvement against its objectives for the next academic year. It is meant to be a practical tool for driving improvement and advancing the school's long-term strategy.

13.3 The ONE Academy Trust Strategic Plan sets out the future strategic aims of the Trust. It is supported by a 'live' action plan.

13.4 The Partnership Improvement Model sets out the overarching approach to the strategic improvement in the quality of education (teaching and learning) and the effective operation of the Trust schools (e.g. safeguarding, effective governance etc.). It sets out how the Trust will support individual schools, working in partnership with them to achieve improvement.

13.5 The MAT Improvement Plan for each school is drawn up as part of the Partnership Improvement Model and sets out the priorities agreed for each school.

13.6 The ONE Academy Trust Business Plan sets out the business aims of the Trust and future business and financial planning to ensure the business is solvent and forward-thinking.

13.7 The benchmarking report enables comparisons to be made with similar organisations to inform future planning.

## **14. Provision of information**

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14.1 Documents for discussion and consideration are made available before every meeting. Documents may also be circulated for information or decision-making out of committee between meetings. The range of documents may include the CEO and/or headteacher's report(s),

policies for review and approval, financial documents such as budget plans and accounts, management documents and assessment data on the progress and attainment of pupils. The range is large and no trustee/governor is expected to be an expert in all areas.

- 14.2 You will need to read and be familiar with the relevant documents in advance of a meeting. You can prepare questions for the trust/school leadership to seek clarification or delve deeper into an issue. Questions can be submitted to the governance professional before the meeting to allow time for answers to be formulated.
- 14.3 As well as the papers issued before meetings, there are some key documents relating to the trust/school and its governance that you will need to be familiar with:
- The trust strategic plan/school improvement plan (as appropriate)
  - Most recent Ofsted report(s) or monitoring visit report(s) for your school
  - Data Reports which capture progress and attainment data
  - School improvement priorities and self-evaluation.
- 14.4 Familiarity with these documents allows you to develop knowledge of the shared vision for the Trust/your school, its current strengths and weaknesses and the steps that are being taken to improve outcomes for pupils.

### **Acronyms & abbreviations**

- 14.5 A list of common acronyms and key terms is included at **Appendix 4**. Don't be afraid to ask for clarification on acronyms or terminology that you don't understand.

### **Secure Governor Areas**

- 14.6 Documents are stored and made available in secure shared areas. Secure storage utilised includes SharePoint, Governor Hub.

## **15. ONE Academy Trust policies & key documents overview**

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- 15.1 There are two sets of policies in use throughout the trust.
- ONE Academy Trust policies (applicable across the Trust)
  - School policies (applicable to individual schools)
- 15.2 The trustees are responsible for reviewing and approving ONE Academy Trust policies or delegating authority to the CEO and others to review and approve.
- 15.3 Governors are responsible for approving relevant school policies and monitoring the implementation of all relevant policies.
- 15.4 Trustees and governors must comply with all the policies that are relevant to their role. The trust's governance coordinator will ensure that trustees/governors can access the policies that are appropriate to their role.
- 15.5 Policies are accessible on trust and school websites.

## **16. Monitoring and measuring pupil progress and attainment**

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### **Data Reports**

- 16.1 Progress and attainment data is reported on a termly basis.

## Partnership Reviews & Partnership Days

- 16.2 The Director of Education and vice-CEO carry out reviews with each school on a bi-annual basis, which are reported back to the Trust Board and the local governing body. Regular Teaching & Learning Reviews also take place across the Trust.

## 17. Financial management and budgets

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- 17.1 We have a **Funding Agreement (MFA)** with the Secretary of State for the multi-academy trust.
- 17.2 Each school contributes a small percentage of their income towards the management of the multi-academy Trust. This percentage is agreed annually as part of the budget-setting process in the summer term.
- 17.3 The financial year for the trust runs from 1 September to 31 August.
- 17.4 The Chief Financial Officer (CFO) is responsible for the financial management and budget planning for the trust, subject to the delegation of responsibility and approval of the board of trustees. The trustees are responsible for scrutinising the trust and the school budgets and the oversight of financial probity in accordance with the Financial Management Policy and the Financial Schemes of Delegation. Headteachers have delegated authority for expenditure within the parameters set out in the current Financial Management Policy and procedures and the relevant Scheme of Financial Delegation.
- 17.5 Local governors do not have any financial management responsibilities. These rest with the Board of Trustees.

## 18. Safeguarding

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- 18.1 ONE Academy Trust is committed to the safeguarding of all pupils, staff, volunteers and visitors.
- 18.2 All trustees and governors are required to undertake a Disclosure and Barring Service check as part of the appointment process. This is repeated every three years.
- 18.3 On an annual basis in the autumn term, trustees and governors are required to read and familiarise themselves with:
- the trust-wide and school safeguarding policies
  - Keeping Children Safe in Education
- 18.4 As part of their induction, trustees and governors will be given a face-to-face safeguarding briefing so that they understand their responsibilities.
- 18.5 All trustees and governors are also required to complete an annual online training course covering safeguarding.

## 19. Data protection and confidentiality

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- 19.1 Trustees and governors are reminded of the importance of confidentiality and their data protection responsibilities which are set out in the Data Protection Policy.
- 19.2 The Privacy Notices set out how we use and manage your data.
- 19.3 The Data Protection Officer (DPO) for the trust oversees compliance with Data Protection responsibilities across the trust. A Data Protection Compliance audit is undertaken annually and an action plan is published to ensure continuing compliance and improvement.

## **20. Health & safety**

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- 20.1 Governing boards must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises.
- 20.2 The ONE Academy Trust health and safety policies aim to:
- Provide and maintain a safe and healthy environment
  - Establish and maintain safe working procedures amongst staff, pupils and all visitors to the school site
  - Have robust procedures in place in case of emergencies
  - Ensure that the premises and equipment are maintained safely, and are regularly inspected
- 20.3 In ONE Academy Trust, the Chief Operations Officer supported by external health & safety consultants, oversees the health & safety compliance across schools in the trust.

## **21. Whistleblowing**

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- 21.1 ONE Academy Trust is committed to the highest possible standards of probity and accountability. If you have concerns about any aspects of the work of the trust you are requested to raise those concerns at the appropriate level. Confidentiality will be maintained as far as possible and as appropriate to the nature of the concern. The ONE Academy Trust Whistleblowing Policy can be found on the trust website or can be provided by your governance professional.

## **22. Expenses**

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- 22.1 With the prior agreement of the appropriate governing board, trustees and governors may claim reimbursement for travel costs associated with attending pre-approved training or events out of the local area. This is subject to the pre-authorisation of the relevant governing body as part of the authority to attend the training/event.
- 22.2 Expenses can be claimed for travel from home, less the distance to the school or usual meeting place. Costs should be in accordance with either HMRC mileage rates for vehicular travel, or actual receipted costs for public transport with a caveat that public transport should be booked as early and cheaply as possible to minimise costs.
- 22.3 By adopting this policy, we endeavour to ensure that no member of the community is prevented from engaging in training or development or becoming a governor or trustee on the grounds of cost.
- 22.4 There will be no other remuneration, as governance roles are voluntary.

## **23. Recruitment & appointment of trustees and governors**

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- 23.1 The appointment of trustees and governors follows the requirements of the DfE Academy Trust Handbook, the ONE Academy Trust Articles of Association, the ONE Academy Trust Terms of Reference and the requirements of the Charities Commission for the appointment of trustees.
- 23.2 The term of office for all trustees/governors is four years. This can be renewed.

## Trustees

- 23.3 Trustees are recruited via word of mouth and/or advertisements. Vacancies are advertised on the trust website. The annual skills audit is used to inform the skills that are required on the board.
- 23.4 In ONE Academy Trust, the CEO is a member of the board of trustees but attends meetings to provide information and advice to the board.
- 23.5 Applications will be considered based on an outline CV and an interview with the CEO and chair of the board/nominated trustee. All appointments are subject to:
- Declaration of eligibility
  - Disqualification declaration (charity Trustee)
  - Enhanced DBS check (criminal record), including identity check
  - Barred list check if an individual is engaged in 'regulated activity'
  - Section 128 direction check
  - Declaration of pecuniary & business interests (conflict of interest)
  - Agreement to the ONE Academy Trust Code of Conduct for governors and trustees
- 23.6 References will be required for co-opted (community) trustees as part of the safer recruitment process.
- 23.7 The majority of trustee appointments must also be approved by the members.

## Governors

- 23.8 There are 3 types of governors with full governance responsibilities:
- Staff governor
  - Parent governor
  - Co-opted (community) governor
- 23.9 Associate governors may also be appointed to contribute specific skills and experience to the governing body.
- 23.10 Governors may be appointed by an election process (parent and staff) or co-opted by the governing body (community governors). The Articles of Association and Terms of Reference explain the process in more detail.
- 23.11 The headteacher of each school, by virtue of their office, is a member of the local governing body by virtue of their appointment unless they choose not to be (this is known as an ex-officio appointment).
- 23.12 All appointments are subject to:
- General declaration of eligibility to be a governor/trustee
  - Enhanced DBS check (criminal record), including identity-check
  - Barred list check if an individual is engaged in 'regulated activity'
  - Section 128 direction check
  - Declaration of pecuniary & business interests
  - Agreement to the ONE Academy Trust Code of Conduct for governors and trustees

- 23.13 A **co-opted governor** is appointed for specific skills or experience and/or to represent community interests on the governing body. Co-opted governors are appointed by the governing body following a successful application process. References may be required for co-opted governors. Co-opted governors are often known as community governors as they are drawn from the community.
- 23.14 **Staff governors** are members of the governing body who are employed by the Trust under an employment contract. All staff who are paid to work at the academy are eligible to stand for election and vote. If a staff member leaves their role at the Trust, they cease to be a staff governor. Staff governors are elected by their peers to sit on the governing body.
- 23.15 **Parent governors** are members of the governing body who have registered pupils at a school in the trust. To be eligible to stand for and vote in an election for a parent governor the candidate must be someone involved in the full-time care of a child registered as a pupil at one of the schools in the trust. Parent governors are elected by their peers to sit on the governing body. Parent governors may continue in their term of office for the full period (four years) even if they no longer have a child registered at the school. At the end of a term of office, parent governors are eligible to stand for re-election (subject to a parent governor election process) or appointment as a community governor if there is a vacancy for which they are suitable.
- 23.16 **Associate governors/trustees** may be invited to join a committee (but not the Trust Board). They do not have voting rights, although these may be authorised for specific committees. They are appointed because they have specific skills to offer.

## 24. Getting started - the induction process

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- 24.1 On appointment, members, governors and trustees will be provided with this handbook and an induction checklist, which sets out the various stages of the induction process and provides links to relevant documents. In conjunction with this handbook, the checklist forms the basis of the induction process.
- 24.2 The chair and/or the governance professional to the board will oversee the induction process following the induction checklist.
- 24.3 As part of the process, governors, trustees and members will be given the opportunity to visit the school/schools in the trust
- 24.4 Additionally, all new appointees are recommended to undertake the free e-learning module: <https://governorsforschools.org.uk/elearning/>

## 25. Training and development

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### Skills audit

- 25.1 As part of the recruitment/induction process, governors and trustees will be asked to complete a skills audit to help identify your training and development needs.
- 25.2 Ongoing training and development needs for trustees and governors are identified through an annual skills audit.
- 25.3 The chair and the governance professional will discuss training needs with you and help to source and arrange the appropriate training. This will be funded by the school/trust and travelling expenses may be reimbursed. All training costs and travel costs must be agreed in advance by the appropriate board and the CEO or headteacher.



- 25.4 Each board will consider succession planning as part of the annual skills audit, and throughout the year.

### Chair's annual 360°

- 25.5 Chairs of governors and trustees may be asked to undertake an annual 360° review in the summer term, to which all governors, governance professionals and headteachers contribute. This informs the chair's personal development.

### Governing body self-evaluation and action plan

- 25.6 Trustees and governors in ONE Academy Trust are expected to review their practice regularly through regular **governance self-review** and associated action plan for improvement.

## 26. School visits

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- 26.1 It is valuable for governors and trustees to visit schools to learn more about a school. They do not have an automatic right to visit schools and do so only with the prior permission of the headteacher. School visits can contribute to the triangulation of data to provide evidence of **intent, implementation and impact** ([Ofsted Education Inspection Framework](#))
- 26.2 Governors and trustees visit to learn, not to inspect.
- 26.3 School visits may be formal or informal.
- 26.4 **Formal visits** enable trustees/governors to learn more about a particular aspect of school activity. Each visit should therefore have a clear focus.
- 26.5 **Informal visits** enable Trustees/governors to engage in school life and experience the ethos of the school.

## 27. Scrutiny questions

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- 27.1 Questioning in governing body meetings and school visits is an important part of clarifying, improving understanding, gathering evidence and informing challenge.
- 27.2 Trustees and governors will want to consider:
- Is this relevant to the agenda item?
  - To keep meetings to time, and focused on the main priorities, questions need to be relevant.
  - Does this question help to focus on an important aspect of what is being discussed?
  - Questions should be used to guide the board's thinking and attention to key priorities.
  - Is this question strategic?
  - Does this help the board to understand what is being discussed?
  - Does this question focus on impact?
  - Wherever possible, the information provided to the board should provide objective evidence of impact
  - Has my question been answered? Do further questions arise from the answer?

- 27.3 Where useful, follow-up questions should be asked either to clarify a response or to probe any new information. The Governance Resource Manual (ONE62-01) supports governors with a range of suggested lines of questioning.

## 28. Ofsted Inspections

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- 28.1 Routine school inspections of maintained schools and academies are carried out under Section 5 and Section 8 of the Education Act 2005.

### Section 5 Inspections

- 28.2 [Section 5 inspections](#) are full inspections. ~~with graded judgements.~~
- 28.3 If during a section 8 inspection, Ofsted finds evidence that a school would now be better than it was, or that standards may be declining, they will carry out a section 5 inspection. Usually, this is within one to two years of the date of the section 8 inspection, but if there are serious concerns about a school, (e.g. safeguarding), the section 8 inspection will be converted to a section 5 inspection immediately.
- 28.4 Some good schools will automatically receive a section 5 inspection if Ofsted's risk assessment process indicates that the school's performance may have deteriorated significantly, or when a school has undergone significant change, such as in its age range.
- 28.5 A school judged as requires improvement at its last inspection is a school that is not yet good but overall provides an acceptable standard of education. The school is inspected again, under section 5, within 30 months.

### Section 8 Inspections

- 28.6 [Section 8 Inspections](#) are carried out in the following circumstances:
- Schools judged to be good at their most recent section 5 inspection and those outstanding schools that are not exempt from section 5 (usually every 4 years)
  - Monitoring inspections of schools judged as requires improvement
  - Monitoring inspections of schools judged to have serious weaknesses
  - Monitoring inspections of schools judged to require special measures
- 28.7 Any inspection that is carried out in other circumstances where the inspection has no specific designation, known as 'section 8 no formal designation inspection'

### Unannounced behaviour inspections.

- 28.8 Further information on inspections is available at:
- <https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools#section-5-inspection-and-section-8-inspections>
  - <https://www.gov.uk/government/organisations/ofsted>
  - <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools-and-academies>
- 28.9 The [Ofsted Education Inspection Framework](#) sets out 'the principles that apply to inspection, and the main judgements that inspectors make when carrying out inspections of maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.'

28.10 When making judgements, the framework explains that inspectors will consider:

- Quality of education (this is split into three areas:
  - **intent** (curriculum design)
  - **implementation** (pupil learning)
  - **impact** (pupil progress)
- Behaviour and attitudes
- Personal development
- Leadership and management

28.11 The quality of school governance is part of the inspection judgement on the leadership and management of a school. Every inspection report contains an explicit comment on the quality of governance: 'those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners'

28.12 Trustees and governors should ensure that they are familiar with the relevant sections of the Ofsted [School Inspection Handbook](#) which explains the approach that inspectors will take to an inspection and the criteria they will use for judgement.

28.13 Trustees and governors should note that because ONE Academy Trust is a multi-academy trust, inspectors will ask to speak to one or more of the trustees during an inspection as they are responsible for governance. Because the LGBs in ONE Academy Trust have delegated powers, inspectors will also expect to meet with representatives of the Local Governing Body. They will clarify which powers are with the trustees, which are with the leaders of the multi-academy trust and which powers are with the Local Governing Body. This is set out in the ONE Academy Trust Scheme of Delegation.

# **Appendix 1**

## **Roles and Responsibilities**

## Trustees

The trustees of ONE Academy Trust are both trustees of the charity and trustees of the company limited by guarantee. The Charities Act 2011 defines charity trustees as the people responsible under the charity's governing document for controlling the administration and management of the charity, regardless of what they are called.

### Legal duties of a trustee

Under charity law, the trustees have the ultimate responsibility for directing the affairs of ONE Academy Trust and ensuring that it is solvent, well-run and delivers the charitable outcomes for which it has been set up. In law, trustees have several legal duties, which are often described as those of **compliance**, **care** and **prudence**.

#### Duty of compliance – the trustees must:

- ensure that ONE Academy Trust complies with charity law, and with the requirements of the Education and Skills Funding Agency (ESFA) as regulator; in particular, ensure that the charity prepares reports on what it has achieved and annual returns and accounts as required by law
- ensure that the trust does not breach any of the requirements or rules set out in its governing document, funding agreement or the Academy Trust Handbook and that it remains true to the charitable purpose and objects set out there
- comply with the requirements of other legislation and other regulators which govern the activities of the trust
- act with integrity, and avoid putting yourself in a position where your duty to the charity conflicts with your personal interests or loyalty to any other person or body

#### Duty of care – the trustees must:

- use reasonable care and skill in your work as trustees, using your skills, knowledge and experience as needed to ensure that ONE Academy Trust is well run and efficient
- consider getting external professional advice on all matters where there may be material risk to the trust, or where the trustees may be in breach of their duties

#### Duty of prudence – the trustees must:

- ensure that ONE Academy Trust is, and will remain, solvent
- use the trust's funds and assets reasonably and responsibly and only in furtherance of the trust's charitable objects
- avoid undertaking activities that might place the trust's endowment, funds, assets or reputation at undue risk
- take special care when investing trust funds, or borrowing funds for the trust to use

## Responsibilities of the trustees of ONE Academy Trust

### Strategic direction

Trustees work in partnership with the CEO and other senior staff to ensure that:

- ONE Academy Trust has a clear vision, set of values and strategy, and there is a common understanding of these by trustees, members, staff and those sitting on local governing boards (LGBs);
- operational plans and budgets support the vision and strategy;
- the views of stakeholders (parents, pupils, local communities and staff) are regularly sought and considered;
- there is a regular review of the services provided and strategic plans and priorities

### Performance of the trust

Trustees are responsible for the performance of ONE Academy Trust, for its impact upon stakeholders and its corporate behaviour including:

- ensuring that ONE Academy Trust measures its impact and progress towards its strategic objectives and regularly considers reports on performance;
- ensuring that there are policies (including effective employment policies) to direct key areas of the charity's business;
- ensuring that ONE Academy Trust's values are understood and put into practice by trustees, governors and staff;
- ensuring that there are complaints systems in place for stakeholders;
- ensuring that there are processes for members, trustees, staff and other stakeholders to report any activity which might compromise the effectiveness of ONE Academy Trust;
- recruiting the chief executive and holding them to account for the management and administration of the charity;
- ensuring that the chief executive receives regular, constructive feedback on her/his performance in managing the charity and in meeting her/his annual and longer-term objectives.

### Compliance

Trustees must ensure that ONE Academy Trust complies with all legal and regulatory requirements. They are responsible for:

- ensuring, with professional advice as appropriate, that ONE Academy Trust complies with all constitutional, legal, regulatory and statutory requirements;
- ensuring compliance with the constitution and rules that govern ONE Academy Trust, and reviewing the constitution regularly (at least every three years) to ensure it is fit for purpose

### Prudent management of resources

Trustees must be stewards of the trust's assets, both tangible and intangible, taking care of their security, and how they are used. They are responsible for:

- ensuring that the trust's financial obligations are met and that there are adequate financial controls in place to ensure all money due is received and properly applied, and that all assets and liabilities are recorded
- acting reasonably and prudently in all matters relating to ONE Academy Trust and always in the interests of the trust
- taking professional advice when needed, and recording the advice received
- being accountable for the solvency of the trust
- ensuring that the trust acts in accordance with employment law and exercises a duty of care to its employees
- ensuring that intangible assets such as organisational knowledge and expertise, intellectual property, the good name of the trust and its reputation are recognised, used and safeguarded
- reviewing the condition and use of the assets owned by the trust
- ensuring that the major risks to the trust are regularly identified and reviewed and that systems are in place to mitigate or minimise these risks

## **Good governance**

Trustees must ensure that the trust's governance is of the highest possible standard. They are responsible for:

- ensuring that the trust has a governance structure that is appropriate to its size/complexity, stage of development and its charitable objects, and reflects the diversity of its stakeholders
- ensuring that there are effective mechanisms for schools within the trust to be both supported and held to account by the governance structure
- ensuring that decisions are made with a view to promoting the education and wellbeing of children
- ensuring that board decisions are recorded in writing using minutes
- ensuring that the board's delegated authority is recorded in a scheme of delegation and job descriptions and that reporting procedures back to the board are recorded in writing and complied with
- ensuring that the responsibilities delegated to the CEO are clear and understood, and that directions given to him/her come from the board as a whole or another properly authorised route
- ensuring that the board regularly reviews the trust's governance structure and its performance
- ensuring that major decisions and policies are made by the trustees acting collectively
- ensuring that the board has within its membership the skills it requires to govern the trust well
- ensuring that the board has access to, and considers relevant external professional advice and expertise
- ensuring that there is a systematic, open and fair procedure for the recruitment of trustees, governors and the CEO.

- ensuring that all members of the board receive appropriate induction on their appointment and that they continue to receive appropriate advice, information and training (both individually and collectively)
- ensuring that trustees and governors have a code of conduct and comply with it and that there are mechanisms for the removal of trustees/governors who do not abide by the code.

Trustees meet approximately 6 times per year plus additional visits and committee meetings as required by individual roles and responsibilities.



## Local governors

In ONE Academy Trust, responsibility is delegated to the local governing bodies to monitor individual schools on behalf of the board of trustees. This enables the focus to be close to the point of delivery and effective relationships to be built with the headteacher and school community.

As part of the local governing board (LGB) a governor is expected to:

- Contribute to the strategic discussions at governing board meetings which oversee:
  - the vision and ethos of the school
  - clear and ambitious strategic priorities and targets for the school
  - that all children, including those with special educational needs, have access to a broad and balanced curriculum
  - expenditure of the pupil premium allocation
  - the school's staffing structure and key staffing policies
  - the principles to be used by school leaders to set school policies
- Hold the senior leaders to account by monitoring the school's performance. This includes:
  - agreeing on the outcomes from each school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
  - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
  - asking challenging questions of school leaders
  - seeking evidence to demonstrate impact
  - utilising the triangulation of data in drawing conclusions (i.e. 3 different sources of evidence such as data analysis, discussion and observation).
  - ensuring senior leaders have adopted or developed required policies and procedures and that the school is operating effectively according to those policies.
  - acting as a link governor for a specific area of responsibility
  - listening to and reporting to the school's stakeholders: board of trustees, pupils, parents, staff, and the wider community
  - ensuring school staff have the resources and support they require to do their jobs well
  - when required, serving on panels of governors for purposes including appoint senior leaders, hearing the second stage of staff grievances and disciplinary matters, reviewing pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role. For example, a governor does not undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and external sources

To perform this role well, a governor is expected to:

- get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and developments events
- attend meetings and read all the papers before the meeting
- behave professionally, as set down in the Code of Conduct, including acting in strict confidence.

School governors meet approximately 4 - 6 times per year plus additional visits and committee meetings as required by individual roles and responsibilities.

### Link governor roles & responsibilities

Within the local governing board, link roles contribute to the effectiveness of governance by enabling individuals to focus on specific areas and develop expertise on behalf of the board. All governors are expected to hold one or more link governor roles. Roles are allocated by agreement, based on skills, experience and interests. Link roles are reviewed annually in the autumn term and as required throughout the year.

Staff governors can occupy link governor roles but care needs to be taken in allocating roles to ensure there is no conflict of interest with their job.

Link governors have the following responsibilities:

- To monitor an area of the school's activity and report back to the Local Governing Board.
- Undertake some monitoring visits each year as required by the role.
- Where relevant, meet with the relevant member of staff in school to gain an understanding of the activities the school is conducting to achieve success in the relevant area of focus.
- Plan any visits to the school with the headteachers' agreement and following the school visits protocol. Other forms of communication between the governors and school (such as telephone calls, emails, virtual meetings etc) may be substituted for one or more monitoring visits.
- To undertake any necessary training (in or out of school) to enable effective monitoring of their link area and governance in general.
- To submit a monitoring report to the governance professional following a visit or meeting.

In ONE Academy Trust, it is recommended that each Local Governing Body should have the following link governor roles:

- SEND (statutory role)
- Equality & diversity (including community cohesion)
- Anti-bullying
- Health & safety
- Safeguarding (statutory role)

- Filtering & Monitoring (*statutory role*)
- Pupil Premium
- Looked After Children (LAC) (*statutory role*)
- PE & Sports Premium
- Curriculum/subject leads/year group leads

## Chair

The chair, with support from the vice-chair, is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest of expectations for professional standards of governance.

It is the chair's role to give the board clear leadership and direction, keeping it focused on its core functions.

The chair will help drive school improvement by ensuring it's the focus of all policies and strategies and that the work of the board reflects school improvement priorities.

Chairs should encourage the board to work together as an effective team, building their skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any committees. It is their role to make sure everyone understands what is expected of them and receives appropriate induction, training and development. It is for the chair to have honest conversations, as necessary if anyone appears not to be committed or is ineffective in their role.

The chair should develop an effective working relationship with the headteacher/CEO, acting as a 'critical friend and providing support and constructive challenge.

The role of chair of the **board of trustees** is a statutory role and is subject to the completion of a [suitability check](#) by the ESFA which includes:

- An identity-check
- Confirmation of the right to work in the UK
- An enhanced DBS check
- Providing additional information if they've lived outside the UK for a period of 12 months or longer

Before carrying this out, the governance professional will update the governance information on the DfE's [get information about schools](#) (GIAS) register within 14 days of the appointment. The governance professional will ask the new chair of the board of trustees to complete the suitability check process within 14 days of updating the information on GIAS, as described [on the ESFA's website](#). As part of the process, they will need to have their identity checked by a 'verified professional'.

The appointment of the chair of each **local governing board** is made by the trustees. This appointment is usually made annually in the Autumn term based on the recommendation of the LGB but the Trust Board reserves the right to make the appointment without reference to the LGB if they deem it appropriate.

### Main responsibilities and tasks

The chair will:

- Ensure that the business of the governing body is conducted properly, in accordance with legal requirements
- Give a clear lead in organising the work of the governing body
- Establish regular meetings with the headteacher/CEO to keep up-to-date on current issues
- Establish an effective relationship with the governance professional (clerk) to the governing board.
- Act in cases which may properly be deemed urgent. This is defined in statute and applies where a delay in exercising the function would be seriously detrimental to the interests of the school, a pupil, parent or member of staff.
- Act or speak on behalf of the governing board when instructed or delegated to do so
- Co-operate with other agencies to support school improvement
- Investigate complaints according to the trust's Complaints Procedure
- Act as chair for ad-hoc committees as required such as Exclusions panels
- Co-ordinate the governing body role in Ofsted inspections
- Prepare an annual report to the board of trustees on the work of the governing body
- Oversee the annual skills audit update
- Oversee the annual governing body self-review process and the development and progress of the governing body action plan
- Chairs of LGBs may be invited to contribute to the annual headteacher performance review and appraisal process which is led by the CEO.
- The chair of the board of trustees will lead the performance review and appraisal of the CEO
- Chairs of LGBs will attend the termly Chair of Governors Forum and contribute to the sharing of best practice and improving governance across ONE Academy Trust.
- Work closely with the headteacher/CEO and governance professional to plan governing body meetings and prepare relevant and realistic agendas
- Chair governing body meetings effectively and efficiently e.g.
  - ensure that meetings start and end on time
  - ensure agenda items are properly introduced
  - ensure meetings focus on priorities and make the best use of the time available
- Ensure that all members of the governing board have equal opportunities to participate fully in discussions and decision making and roles are appropriately delegated
- Encourage all members of the governing body to work together as a team who understand, accept and enact corporate decisions
- Ensure, supported by the governance professional, that governing body meetings and affairs are conducted in accordance with the law
- Undertake appropriate training and development to update knowledge and improve practice;

- Keep up-to-date with current educational developments and legislation affecting school/trust governance;
- Undertake the annual 360° review for chairs and use it to inform a personal development plan

Further guidance on the role of the chair is available in the NCTL document [The role of the chair of governors in](#) schools and academies and from the National Governors Association (NGA). The DfE also set out the role and responsibilities of the chair.

Training and development is available from various sources including the NGA Chair's Development Programme in association with the DfE.

Further details on the role and responsibilities of the chair are set out in the ONE Academy Trust Terms of Reference and the Scheme of Delegation.

## Vice-chair

There is no statutory role for the vice-chair, other than to be available to stand in for the chair's absence. However, as part of succession planning, the vice-chair will support the chair in various aspects of their role.

The vice-chair will:

- Develop a close working relationship with the chair
- Support the chair in ensuring the board functions effectively
- Take on appropriate responsibilities agreed with the chair

Together with the chair, the vice-chair will:

- Lead effective governance by providing clear direction to ensure trustees/governors understand the part they play in driving trust/school improvement
- Build the team by recruiting effective trustees/ governors and delegating effectively
- Develop a relationship with the headteacher/CEO as a 'critical friend'
- Drive school improvement by ensuring it's the focus of all policies and strategies and that the work of the board reflects school improvement priorities

In the chair's absence, the vice-chair will:

- Act as chair for any meeting of the governing board
- Make the casting vote when a vote is tied
- Exercise the functions of the chair in cases of urgency
- Attend meetings of the Chair of Governors Forum (if available). There is an open invitation for the vice-chair to attend meetings with the chair as part of succession planning.

At times when the office of the chair is vacant, the vice-chair will act as chair for all purposes.

There is no specific training for the role of vice-chair. Usually, training designed for chairs also encompasses the role of the vice-chair and is also suitable as part of succession planning. It is expected that the vice-chair will undertake appropriate training and development to update knowledge and improve practice and keep up-to-date with current educational developments and legislation affecting school governance;

## Clerk to the board (governance professional)

The role of the governance professional is a statutory and paid position.

The governance professional is responsible for:

- Providing advice to the appropriate governing body (board of trustees or local governing body) on governance, constitutional and procedural matters within the legal framework as set in the Articles of Association, the Academy Trust Handbook, Memorandum of Association, Funding Agreement, the ONE Academy Trust Scheme of Delegation and Terms of Reference, and any other relevant documents.
- Providing effective administrative support to the governing body and its committees.
- Ensuring the governing body is properly constituted
- Managing information effectively in accordance with legal requirements, observing confidentiality requirements

### Main responsibilities and tasks

- Advise the governing body on governance legislation and procedural matters where necessary before, during and after meetings;
- Act as the first point of contact for governors/trustees with queries on procedural matters;
- Access appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing body;
- Inform the governing body of any changes to its responsibilities as a result of a change in trust policy or changes in relevant legislation;
- Offer advice on best practice in governance, including on committee structures and self-evaluation;
- Ensure that statutory policies are in place, and are revised when necessary, with the assistance of staff;
- Advise on the annual calendar of governing body meetings and tasks;
- Send induction materials to new governors and ensure they have access to appropriate documents, including the code of conduct
- Contribute to the induction of governors taking on new roles, in particular the chair or chair of a committee.
- Develop and administer model agendas for the trust in collaboration with the CEO and stakeholders.
- In collaboration with the chair and headteacher/CEO prepare a focused agenda for the governing body meetings and any committee meetings, based on the model agendas for the trust;
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations;
- Ensure meetings are quorate;



- Record the attendance of trustees or governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action concerning absences, including advising absent trustees or governors of the date of the next meeting;
- Draft the minutes of meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and the CEO or headteacher as appropriate;
- Circulate the reviewed draft to governors/trustees;
- Follow up any agreed action points with those responsible and inform the chair of progress;
- Advise governors and appointing bodies in advance of the expiry of a trustee/governor's term of office, so elections or appointments can be organised in a timely manner;
- Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections;
- Maintain a register of trustee/governor pecuniary interests and ensure the record of trustee/governors' business interests is published, reviewed regularly and available for audit purposes;
- Ensure pre-appointment checks (including enhanced Disclosure and Barring (DBS) checks) are carried out;
- Maintain a record of training undertaken by members of the governing body;
- Maintain attendance records and advise the chair of potential disqualification through lack of attendance
- Advise the governing body on succession planning (of all roles, not just the chair)
- Advise governors and appointing bodies in advance of the expiry of a trustee/governor's term of office, so elections or appointments can be organised in a timely manner;
- Maintain up to date records of the names, addresses and category of governing body members and their term of office, and inform the governing body and any relevant authorities of any changes to its membership;
- Maintain copies of current Terms of Reference and membership of committees and working parties and any nominated governors e.g. Safeguarding, SEND;
- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings;
- Maintain records of governing body correspondence;
- Ensure master copies of statutory policies and other documents approved by the governing body are available for reference and published as agreed, for example, on the website.
- Update GIAS (or ensure GIAS is updated) within 14 days of the appointment or resignation of a governor and the details of the chair.
- Clerk to the Trust Board only:
  - Complete a [suitability check](#) on the appointed chair to the Trust Board within 14 days of updating the information on GIAS, as described [on the ESFA's website](#).
- Undertake appropriate training and development to update knowledge and improve practice;

- Keep up-to-date with current educational developments and legislation affecting academy trust/school governance;

The governance professional (clerk) may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the governing body is required to convene: if the governance professional is not contracted to set up and clerk these panels, the governing body will have to make an alternative arrangement;
- Assist with the elections of parent and staff governors;
- Participate in, and contribute to the training of governors/trustees;
- Maintain archive materials;
- Prepare briefing papers for the governing body, as necessary;
- Conduct skills audits and advise on training requirements and the criteria for appointing new governors/trustees;
- Perform such other tasks as may be determined by the governing body from time to time.
- Participate in relevant training as appropriate.

The DfE [Academy Trust Governance Guide](#) sets out the role and responsibilities of the governance professional (clerk).

Training and development is available from various sources including the NGA Professional Clerking Development Programme in association with the DfE.

Further details on the role and responsibilities of the governance professional (clerk) are set out in the ONE Academy Trust Terms of Reference and the Scheme of Delegation.

## Link governor for safeguarding

In ONE Academy Trust we have a link governor for safeguarding in all our schools where local governing bodies are in place. The link governor will work with the headteacher/Designated Safeguarding Lead to oversee compliance with statutory requirements and monitor effective policies and procedures. In schools where there is no local governing body, the board of trustees ensures effective oversight of safeguarding arrangements.

The link governor for safeguarding has an important role working alongside the Designated Safeguarding Lead (DSL) to evaluate the effectiveness of the school's safeguarding arrangements and report to the Local Governing Body (LGB) on these arrangements.

As part of your role you should:

- Familiarise yourself with the governing board's responsibilities
- Familiarise yourself with the statutory requirements for safeguarding and child protection
- Familiarise yourself with the social and community context of the school
- Meet regularly with the DSL
- Undertake statutory checks and audits with the DSL to ensure compliance

The core responsibilities of the safeguarding governor are:

- To be the lead person on the governing board who understands the safeguarding requirements for the school and the oversight responsibilities of the governing board.
- Ensure that an up-to-date safeguarding policy is published and readily available and all staff, volunteers, visitors and contractors are briefed on its contents and application.
- Ensure that the safeguarding and child protection policy is being followed in practice
- Ensure that at least one deputy DSL is appointed so that the school will have DSL cover whenever it is open
- Meet regularly with the Designated Safeguarding Lead and any other relevant staff
- Ensure that staff have received training on safeguarding issues, particularly child protection & early help assessment. Ensure the training meets current statutory regulations.
  - DSL and deputy DSL trained every 2 years
  - Annual safeguarding training for all staff and governors
  - Regular PREVENT training for all staff and governors
  - Safer Recruitment training for staff involved in recruitment
- Check that all staff and governors have read the statutory documents and these are available for reference:
  - Keeping Children Safe in Education
  - Working Together to Safeguard Children

- Report back to the governing body about his/her activities to inform them to facilitate scrutiny and impact of safeguarding, and ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the attention of the governing body
- Ensure that the governing body is kept aware of the safeguarding risks to young people in the school
- Ensure that safeguarding and child protection records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable pupils
- Ensure that there is a consistent approach to safeguarding and child protection across the school.
- Ensure that safeguarding is integrated into the whole curriculum in such a way that the pupils know how to keep themselves safe;
- Ensure that safer recruitment processes are in place
- Carry out termly checks of the Single Central Record with the Designated Safeguarding Lead to confirm that all checks (DBS, Section 28 etc.) have been completed and are up-to-date for all personnel.
- Complete an annual safeguarding self-assessment audit and action plan with the headteacher
- Ensure that the local governing body understands and utilises the annual audit to ensure effective procedures are in place, and that progress against the action plan is reported to and monitored by the full LGB;
- Ensure appropriate safeguarding responses to children who go missing from education are in place

## Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

## Suggested Programme

Meet with the DSL at least once per term (recommendation is to link to LGB meetings) to:

- review the Single Central Register
- check training records
- update progress against the Safeguarding Action Plan
- discuss safeguarding issues (e.g. number of cases, challenges etc.)

## Autumn Term

Ensure:

- Staff briefing/training for all staff takes place on the requirements of the latest version of KCSIE (usually updated annually in September).

- All staff and governors have completed the on-line safeguarding training
- All staff and governors have read the latest version of statutory documents e.g. KCSIE
- Review Safeguarding Portfolio and oversee the update
- Ensure the updated Child Protection and Safeguarding policy is in place for the school

### **Spring Term**

- Learning walk on an aspect of safeguarding
- Review and update the safeguarding action plan with headteacher/DSL

### **Summer Term**

- Conduct the internal safeguarding audit with headteacher/DSL
- Review and update the safeguarding action plan with headteacher/DSL

## **Reporting to governors**

### **Regular Reporting**

During the year the link governor will provide regular updates to the governing body covering visits, meetings, progress against the Safeguarding Action Plan and any issues identified.

### **Annual Report**

It is recommended that a summary report is tabled annually. This will provide governors with an assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## **Further information and guidance**

- [OFSTED Inspection Framework](#)
- [Inspecting safeguarding in early years, education and skills settings', Ofsted, September 2019](#)
- [Working Together to Safeguarding Children](#)
- [Keeping Children Safe in Education Statutory Guidance](#)
- [Government/DfE statutory guidance's & advice](#)
- [Disclosure & Barring, DBS, Safer Recruitment](#)
- The National Governance Association (NGA) and 'The Key' (if access is available) are useful sources of information.
- Local Authority safeguarding documentation (see websites)
- Speak to your governing board governance professional to discuss options for training for your role

## Link governor for SEND

As part of your role you should:

- Familiarise yourself with the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice (see Appendix 4 – Focus Areas)
- Understand the different special educational needs represented at the school
- Familiarise yourself with the local and national policy context for SEN
- Monitor the progress of pupils with SEN
- Ensure the school:
  - Makes the necessary special educational provision for any pupil with SEN
  - Meets the needs of pupils with SEND
  - Makes reasonable adjustments in line with the Equality Act 2010
  - Ensures that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
  - Has appointed a SENCO and they have received appropriate training
  - Has a suitable and up-to-date SEN information report and policy which is published on the website
  - Makes good use of its SEN budget and resources

Regular meetings/visit(s) should be arranged with the headteacher and/or the SENCO to inform this role. A suggested programme is outlined below.

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

### Suggested programme

#### Autumn Term

Meet with the headteacher and/or SENCO to:

- Understand and review achievements and current issues
- Discuss plans and strategies and highlight particular challenges (anonymised data), gaining reassurance spend will have a beneficial and measurable impact on school and pupils.
- Ensure that the school website includes an up-to-date SEND report which meets statutory requirements.

### **Spring term**

- a. Meet with the headteacher and/or SENCO to understand and review achievements and current issues

### **Summer term**

- a. Meet with the headteacher and/or SENCO to understand and review achievements and current issues.
- b. Discuss plans for allocation of funding for the next academic year.

## **Reporting to governors**

### **Regular Reporting**

During the year the link governor will provide regular updates to the governing body covering visits and meetings and any issues identified.

### **Annual Report**

It is recommended that a summary report is tabled annually. This will provide governors with an assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## **Further information and guidance**

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Research examples of published reports from other schools.
- Speak to your governing board's governance professional to discuss options for training.
- The government website provides guidance on possible uses for funding at <https://www.gov.uk/pe-and-sport-premium-for-primary-schools>

## The link governor for pupil premium

As part of your role you should:

- Familiarise yourself with the statutory requirements for use of the pupil premium including what it is, how it's allocated, how it's calculated, which groups of pupils attract the premium and what schools are expected to achieve.
- Get familiar with your school's pupil premium policy if it has one
- Know basic pupil premium facts for the school, such as how many pupils attract the premium and how this figure compares with other local and similar schools
- Monitor the spending of the pupil premium, making sure money is spent in identifiable ways to support target groups of pupils
- Monitor the progress and attainment of different groups of pupils over time to provide evidence of how pupils eligible for the pupil premium are progressing compared with others
- Understand relevant pupil performance data for the school that shows the progress of different groups over time
- Know what systems are in place in the school for evaluating the impact of pupil premium
- Have oversight of school compliance and effectiveness including supporting, challenging monitoring and evaluating the work of the school concerning the use of the pupil premium allocation.
- Meet occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around under-performing groups, including those eligible for the pupil premium
- Ensure that the school website is compliant with statutory requirements and provides a meaningful summary of how funding is used and the difference it is making.
- Report back to the governing body on the school's use of the pupil premium.
- Take an active part in any governing board or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
- Reporting back to the governing body

The link governor will ensure the governing body is well informed about the use of the pupil premium.

Meetings/visit(s) should be arranged with the headteacher and/or the pupil premium staff lead and the SENCO in school to inform this role. A suggested programme is outlined below.

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.



## Suggested programme

### Autumn Term

- a. Meet with the headteacher and/or staff lead to discuss plans for allocation of funding for the coming year, gaining reassurance spend will have a beneficial and measurable impact on pupils.
  - Have the grant conditions and guidance been considered when planning how to spend the funding?
  - Are plans aligned with the school improvement plan and have they been informed with pupil and staff feedback?
  - Who is the designated member of staff for pupil premium? What is their role in deciding how the premium should be spent?
- b. Ensure that the school website includes an up to date Pupil Premium Statement which meets the necessary criteria.

### Spring term

Meet with the headteacher and/or staff lead to understand and review the latest progress against targets/outcomes.

### Summer term

Meet with the headteacher and/or staff lead to understand and review the latest progress against targets/outcomes.

## Reporting to governors

### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified. You should report back to the board after a visit or discussion. This is because the board retains overall responsibility for making sure that funding is spent on improving progress and attainment for eligible pupils

### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Research examples of published reports from other schools.
- Speak to your governing board's governance professional to discuss options for training.
- The government website provides guidance on the conditions of the grant

- [Pupil premium and other school premiums - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
- [Ofsted – The pupil premium: how schools are spending the funding successfully to maximise achievement \(2013\)](#)
- [Ofsted – The pupil premium: an update \(2014\)](#)
- [National College for Teaching and Leadership – Effective pupil premium Reviews \(2014\)](#)
- [Sutton Trust/Education Endowment Fund – Teaching and Learning Toolkit \(2015\)](#)
- [Ofsted – School Inspection Handbook](#)

## PE and Sports Premium Link Governor

The PE and Sports Premium link governor is the board's specialist on the pupil premium. On behalf of the governing body the link governor is responsible for:

- Familiarising themselves with the statutory requirements for use of the PE and Sport Premium
- Oversight of school compliance and effectiveness including supporting, challenging monitoring and evaluating the work of the school concerning building the quality of whole-school physical activity, PE and sport provision.
- Ensuring that the school website is compliant with statutory requirements and provides a meaningful summary of how funding is used and the difference it is making
- Reporting back to the governing body

The link governor will ensure the governing body is well informed about the achievement of its pupils in PE and sport. Examples of how this might be achieved are as follows:

- Monitoring the performance and practice of any specialist PE teachers or qualified sports coaches who are contracted to work with primary teachers during PE lessons
- Monitoring and evaluating the impact of how the grant has been spent including the effect of new resources and training courses in PE and sport for teachers has on increasing levels of pupil participation
- Receiving updates from the PE/Sports Premium lead on the outcomes of any sports competitions or activities with other schools and updating the governing body

Meetings/visit(s) should be arranged with the headteacher and/or the PE/sports staff lead in school to inform this role. A suggested programme is outlined below.

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

### Suggested programme

#### Autumn Term

- a. Meet with the headteacher and/or staff lead to discuss plans for allocation of funding for the coming year, which reflect learning from previous approaches, gaining reassurance spend will have a beneficial and measurable impact on school and pupils.
  - Have the grant conditions and guidance been considered when planning how to spend the funding?

- Who is reviewing the school's PE provision and what areas for development have they identified?
  - Are plans aligned with the school improvement plan and have they been informed with pupil and staff feedback?
  - Has the school got (or should it consider) a designated subject leader for PE? What is their role in deciding how the premium should be spent?
- b. Ensure that the school website includes an up to date and comprehensive report on the use of the PE and sports premium funding.
- c. Understand the specific intended outcomes of activities and targets the school aims to achieve with the primary PE and sport premium which will be monitored on a termly basis. For example, in terms of improving progress and skills, better attendance, increasing opportunities and activities.
- How is the premium being used to enhance, rather than maintain, existing provision?
  - How will these improvements be sustainable in the long term?
  - What will the impact of the changes that the school is making now be on pupils arriving at the school in five to 10 years?
  - Determine if all staff know the purpose of PE and sports premium funding and how it is being spent.
  - Determine if the school has a policy, and become familiar with this if applicable.

### **Spring term**

- a. Meet with the headteacher and/or staff lead to understand and review the latest progress against targets/outcomes.
- b. Clarify how contacts from outside of school are being used to support sports activities e.g. sponsorship, facilities, coaching etc.
- Where coaches are delivering PE and extra-curricular sports activities on the school site do they comply with the minimum standards required for working in schools?
  - Ensure sports coaches are not leading curriculum PE lessons. (Coaches should not be used to deliver PE as part of planning, preparation and assessment [PPA] arrangements.)
  - Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills – securing long-term impact?
  - Where external providers are being used either in PE lessons or extra-curricular activities, how is the school assessing the quality and impact of their delivery?
- c. Hold discussions with staff about the impact of their work with children as a result of plans/funding.
- d. Have staff accessed resources (from gov.uk or other sources) to support effective use of the primary PE and sport premium?
- e. Research practice and activities in other schools for later discussion, if appropriate.

### **Summer term**

- a. Meet with the headteacher and/or staff lead to understand and review the latest progress against targets/outcomes. This could be part of the governing body meeting.
- b. Discuss plans for allocation of funding for the next academic year.

## **Reporting to governors**

## Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

## Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Research examples of published reports from other schools.
- Speak to your governing board's governance professional to discuss options for training.
- The government website provides guidance on possible uses for funding at <https://www.gov.uk/pe-and-sport-premium-for-primary-schools>

## Link governor for equality & diversity (and community cohesion)

On behalf of the governing body the link governor is responsible for:

- Familiarising themselves with the statutory requirements relating to equality and diversity
- Oversight of school compliance and effectiveness including supporting, challenging monitoring and evaluating the work of the school concerning equality and diversity
- Ensuring that the school website is compliant with statutory requirements
- Ensuring that effective safeguarding, anti-bullying, SEND and other relevant policies and procedures are in place.
- Reporting back to the governing body

The link governor will ensure the governing body is well informed about the progress and achievements of the school relating to equality and diversity and the challenges it faces. Examples of how this might be achieved are as follows:

- Monitoring the progress of targets set in the Accessibility Plan and evaluating the impact
- Monitoring the progress of the Equality Objectives and evaluating the impact
- Receiving updates from the headteacher and/or equality and diversity staff lead and updating the governing body
- Analysing data including attendance, exclusions and achievement data

Meetings/visit(s) should be arranged with the headteacher and/or nominated staff lead(s) in school to inform this role.

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

A record should be kept of all questions raised and the response provided either in minutes, written documents or in the form of a report.

### Suggested programme

#### Autumn Term

- a. Through research and discussion, develop an understanding of how the following aspects have contributed to your school's understanding of its equality objectives:
  - achievement by ethnicity, gender and disability;
  - attendance levels;
  - exclusions;

- rates of bullying/racist incidents;
  - access arrangements and take-up rates for school activities;
  - participation of parents at information evenings and school surveys.
- b. Ensure the governing body has agreed to an equality plan and equality objectives that reflect evidence gathered and which is available to governors, staff, pupils and parents and published on the website.
  - c. Ensure an accessibility plan is in place and available to governors, staff, pupils and parents/ carers and published on the website.
  - d. How does the school fulfil the requirements of the Prevent duty? Staff must be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.
  - e. How is the school embedding British values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs)? How effective is their strategy?

### **Spring term**

- a. Determine if all staff know their responsibilities and receive training and support in carrying these out.
- b. Ensure that the school publishes the required update to its equality information and objectives by 6 April. Contribute to the review.
- c. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
- d. Find out what steps the school has made to meet the particular needs of people who have a particular characteristic.
- e. Find out what the school is doing to encourage people who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school clubs and activities).

### **Summer term**

- a. Meet with the headteacher and/or staff lead to understand and review the latest progress against targets/outcomes. This could be part of the governing body meeting.
- b. Find out what is the school doing to promote race equality and harmony in the school, and the local community.
- c. Has the school consulted and engaged with people from different races who may be affected by their decisions? What sources are used to gather feedback e.g. annual parent questionnaire, parents' evening, parent-school forum meetings, parent-consultation meeting, staff surveys, staff meetings, school council, PSHE lessons, whole school surveys, on children's attitudes to self and school, feedback at governing body meetings.
- d. Consider available statistical information for comparative analysis of the progress and achievement of different groups of pupils sharing a protected characteristic.

## Reporting to governors

### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

### Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Research examples of published documents from other schools.
- Speak to your governing board's governance professional to discuss options for training.
- The Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- [Equality and Human Rights Commission – Public Sector Equality Duty Guidance for Schools in England](#)
- [DfE guidance on promoting British Values in Schools](#)
- [DfE guidance on prevent duty](#)



## The link governor for health & safety

On behalf of the governing body the link governor is responsible for:

- Familiarising themselves with the statutory requirements relating to health & safety
- Oversight of school compliance
- Making sure the health and safety policy is up-to-date, complies with legislation, meets best practice and reflects the school's circumstances
- Ensuring that statutory requirements for training are fulfilled
- Reporting back to the governing body

It is important to ensure that the role is a strategic one. For example, **don't** carry out any health and safety checks or inspections yourself, but **do** hold school leaders to account for completing them. However, you should still be seen to participate in the health and safety function of the school for example by **accompanying** professionals and school leaders during their inspections.

Meetings/visit(s) should be arranged with the headteacher and/or nominated staff lead(s) in school to inform this role.

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

### Suggested programme

#### Monitoring visits and site walks

It's suggested you do these termly. The purpose of the monitoring visit and/or site walk should be agreed with school leaders beforehand.

Taking part in site walks will:

- Provide evidence that inspections are undertaken
- Give you the chance to ask appropriate questions in a more relaxed and relevant environment
- Demonstrate the governing board's commitment to health and safety

Monitoring visits will provide the opportunity to review any specific items for which you have oversight responsibility. For example, you might want to:

- Review any specific health and safety issues that were identified in prior inspections and check that any proposed solutions or mitigations are in place
- Check that any health and safety issues raised by your school development plan are being addressed and moved forward (for example, if new playground equipment is being installed)

- Look for specific issues raised by pupils, parents, staff or governors and see how they're being addressed
- For particular issues, reassure yourself that:
  - School leaders and staff are aware of issues identified and that appropriate risk assessments have been carried out
  - The hazard has been mitigated as far as possible or reasonable
  - The risks are at an acceptable level with mitigation
- Make sure that staff know where to find the school's risk assessments and that these are up to date and carried out for all the relevant areas
- Check the school's record of accidents and near misses to look for any patterns that might cause concern
- Make sure accidents are investigated and steps are taken to avoid them happening again
- Monitor how staff are managing health and safety by carrying out an audit of procedures once a year
- Make sure the school has an emergency plan
- Check that school staff receive relevant information from school management about health and safety and that there's a process to inform them of changes
- Make sure that names and work locations of first aiders and first aid boxes are displayed through the school
- Make sure all appropriate health and safety checks are carried out (for example, fire alarm tests)
- Attend any relevant training for health and safety link governors
- Report back to the governing board about health and safety issues and developments

## Reporting to governors

### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## Further information and guidance

- The HSE provides a free e-bulletin service focusing on education  
[https://public.govdelivery.com/accounts/UKHSE/subscriber/new?topic\\_id=UKHSE\\_44](https://public.govdelivery.com/accounts/UKHSE/subscriber/new?topic_id=UKHSE_44)
- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Speak to your governing board's governance professional to discuss options for training.

## Link governor for curriculum

On behalf of the governing body the link governor is responsible for:

- Familiarising themselves with the aspects of the curriculum relating to curriculum planning, delivery and the outcomes for pupils
- Reporting back to the governing body

As a link governor, you should know how Ofsted will inspect your curriculum. Inspectors don't expect you to know every detail of your curriculum, but they look for evidence that link roles are performed effectively.

You should work closely with the appropriate lead(s). Depending on how your school sets up its leadership structure, this might mean working with:

- Leads for multiple subjects
- A single leader responsible for specific groups of subjects or themes
- Phase or Key Stage leaders

You're not expected to be a curriculum expert. You need to work closely with school leaders to get the insights you need to help the board hold staff to account and drive improvement.

Areas you should focus on include:

- Subject/curriculum delivery
- The impact of interventions
- Use of resources
- Attainment and progress
- Statutory requirements e.g. publication of curriculum information

You can help other governors understand what aspects of teaching and learning look like in practice, and also bring your more detailed knowledge of the curriculum to important decisions (for instance, about school improvement priorities or policy approval).

Key things to monitor might include:

- The curriculum (what you teach, why you teach it, and how you teach it)
- Targets in the School Improvement Plan which are curriculum or subject related
- Attainment and progress, especially
  - At the end of a Key Stage
  - For key groups within your school (including pupils with SEN, pupil premium-eligible pupils, and pupils with English as an additional language)
- Teacher workload and development
- Subject improvement plans

- The quality of resources
- Pupil and parent engagement with a subject
- Publication of up-to-date information (statutory requirements)

You could do this through:

- Meetings with curriculum and/or subject leads
- Visits to the school to see the curriculum in action
- Talking to pupils, parents and staff
- Reports from the subject lead

Discuss and agree with the board and senior leaders what your focus for the year should be which may relate to a particular aspect of the school improvement plan or the implementation of a new initiative such as a new reading scheme or a new approach to intervention groups or TA support.

## Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

## Suggested programme

It is recommended that the curriculum link governor visits the school or arranges a meeting with the curriculum lead and/or relevant subject leads at least once per term. At least one of these visits should incorporate a learning walk.

## Reporting to governors

### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Speak to your governing board's governance professional to discuss options for training.
- The Ofsted Inspection Framework and the Ofsted Inspection Handbook

## The link governor for Looked After Children

The role of the governing board with regard to monitoring effective provision for Looked After Children (LAC) is a statutory one.

As link governor, it's your role to take the lead on the governing board's LAC responsibilities. On behalf of the governing body the link governor is responsible for:

- Familiarising themselves with the statutory requirements relating to Looked After Children
- Oversight of school compliance
- Reporting back to the governing body

Meetings/visit(s) should be arranged with the headteacher/designated teacher to inform this role.

The LAC link governor will:

- Keep abreast of local and national issues affecting looked after children
- Have a good understanding of the Looked After Children policy and its application across the school
- Meet with the Designated Teacher for Looked after Children
- Ensure that they visit the school and gain a good understanding of the policy being put into practice
- Have a clear understanding of how the policy is ensuring that LAC have the same opportunities as all other pupils
- Champion and promote the needs of children in care and monitor educational outcomes
- Ensure that the Designated teacher received appropriate training and that all staff have regular CPD supporting their understanding of LAC
- Regularly review the outcomes for LAC; how well are they doing in comparison with other pupils/students
- Ensure that the governing body receives a report on LAC at least annually
- Ensure that the additional monies through Pupil Premium Plus and top-up funding provided for LAC improves their outcomes and opportunities
- Ensure the Local Authority is aware of the name of the nominated governor
- Ensure oversubscription criteria meets statutory requirements
- Ensure procedures are in place for LAC to have Personal Education Plans

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in

minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

## Suggested programme

It is suggested that the link governor for LAC meet with the designated teacher/headteacher in the autumn term to clarify arrangements for LAC, discuss the strategy and provision and ensure that all policies and procedures are in place.

The link governor and designated teacher/headteacher should agree on how provision will be monitored and reviewed throughout the year. A learning walk or visit may be appropriate. The link governor will also ensure that the needs of LAC are considered during learning walks with a different focus.

## Reporting to governors

### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

## Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Speak to your governing board's governance professional to discuss options for training.
- The Ofsted Inspection Framework and the Ofsted Inspection Handbook



## The link governor for anti-bullying

The anti-bullying link governor will:

- Ensure that there is a robust anti-bullying policy and strategy in place (including pupil friendly versions)
- Visit the school to develop an understanding of the policy being put into practice
- Ensure incidents are reported to the governing body and recorded
- Take the lead in evaluating and addressing parental concerns on behalf of the governing body as required

### Questioning

Questioning is an important part of a link governor's role. Questions may be asked of school leaders during governing board meetings, school visits, arranged meetings with school staff or in correspondence. A record should be kept of questions raised and the response provided either in minutes, written documents or in the form of a report. Examples of areas of questioning are available in the **Governance Resource Manual**.

### Suggested programme

It is suggested that the link governor for anti-bullying meet with the anti-bullying lead in school to discuss the strategy and ensure that all policies and procedures are in place.

A learning walk or visit may be appropriate.

### Reporting to governors

#### Regular Reporting

During the year the link governor will provide regular updates to the governing body covering visits, meetings, achievements and any issues identified.

#### Annual Report

It is recommended that a summary report is tabled annually. This will provide governors with the assurance that key responsibilities are being met as well as providing a means of sharing knowledge across the governing board.

### Further information and guidance

- The National Governance Association and 'The Key' (if access is available) are useful sources of information.
- Speak to your governing board's governance professional to discuss options for training.



## **Appendix 2**

### **Focus Areas**

## Quality of Education

A school's curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations.

The Ofsted framework places a major emphasis on the curriculum (intent, impact and implementation).

The [EYFS Framework](#) - the statutory framework that covers Early Years Foundation Stage provision

The [National Curriculum Framework](#) sets out the curriculum for key stages 1 - 4 (*NB: this framework is not mandatory for academies but is followed by ONE Academy Trust*)

Academies are expected to offer all pupils a broad and balanced curriculum that should be similar in breadth and ambition to the national curriculum.

School leaders must consider the knowledge and skills that pupils will gain at each stage through the school's curriculum (we call this **'intent'**). They must look at the scope of the curriculum and what end points the curriculum is building towards. School leaders must also pay attention to the way the curriculum content has been broken down into components and sequenced so that content is in a logical progression, is systematically built upon and is explicit for all pupils to acquire the intended knowledge and skills.

School leaders must consider how the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this **'implementation'**). This includes:

- how well the subject curriculum is presented to ensure that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently.
- the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.
- whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

Finally, school leaders must review and assess the outcomes that pupils achieve as a result of the education they have received (we call this the **'impact'**). This will include their view of how pupils are progressing through the curriculum, and their view on schemes of work or other long-term planning (in whatever form they are normally used).

### The school's curriculum

Research shows that the most important factors to consider in relation to the Quality of Education are the extent to which the school's curriculum:

- is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those end points

- has rigour, where relevant, so that pupils learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works (this should not prevent a topic-based or thematic approach, however)
- accounts for delays and gaps in learning that have arisen and continue to arise as a result of the pandemic
- remains as broad as possible for as long as possible. School should not offer disadvantaged pupils, including pupils with SEND, a reduced curriculum

## Teachers:

Teachers should:

- have expert knowledge of the subjects that they teach and are supported, where necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching
- present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these
- deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points
- use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts
- consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment
- ensure that remote education, if needed, enables all pupils to access lessons and learn, and monitor pupils' engagement and communicate with parents and colleagues effectively if there are concerns
- all pupils, particularly disadvantaged pupils (including those with SEND):
- acquire the knowledge and cultural capital they need to succeed in life
- make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum
- produce work of high quality
- achieve well in national tests and examinations, where relevant
- are being prepared for their next stage of education
- are able to read to an age-appropriate level and fluency

## Key requirements

Schools must be able to demonstrate how they are meeting curriculum requirements (intent, impact and implementation) and how they are scaffolding learning effectively.

The DfE requires that schools publish the following information about the school curriculum:

- the content of the curriculum your school follows in each academic year for every subject, including for mandatory subjects such as Religious Education even if it's taught as part of another subject or subjects or is called something else
- your approach to the curriculum
- how parents or other members of the public can find out more about the curriculum your school is following

They also recommend publishing:

- the names of any phonics or reading schemes you are using in Key Stage 1

### The role of the governing board

The whole governing board is responsible for ensuring that the school is delivering an appropriate curriculum which meets the needs of pupils, advances their learning and meets statutory requirements.

It is good practice for the governing board to appoint a named governor who will work with the headteacher and any nominated staff leads to oversee the **intent**, **implementation** and **impact** of the curriculum and ensure statutory requirements are being met.

## Safeguarding

All schools should have an open and positive culture around safeguarding that puts pupils' interests first. This means they:

- protect pupils from serious harm, both online and offline
- are vigilant, maintaining an attitude of 'it could happen here'
- are open and transparent, sharing information with others and actively seeking expert advice when required and making sure all safeguarding decisions are accessible for appropriate scrutiny, being accepting of challenge to ensure the right decisions are made, and accepting that there may be safeguarding issues in any provision at any time
- ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns
- actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed
- have appropriate child protection arrangements, which:
  - identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm
  - secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to pupils
- are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review

## SEND

**SEND** stands for Special Educational Needs and Disability. All schools have a duty to be accessible and inclusive for the children within their community.

Pupils with special educational needs (SEN) are funded through:

- Core per-pupil funding (national funding formula)
- Top-up funding

Pupils with SEN who meet the eligibility criteria can also attract the pupil premium.

SEN funding is additional funding channelled to the school through the use of factors in the local funding formula that reflect the costs associated with pupils with higher needs. It is not separate from a school's core budget allocation. It includes elements such as:

- Low prior attainment
- Deprivation
- English as an additional language

Until the national funding formula is fully introduced, local authorities (LAs) and their schools' forums decide what balance of factors will be used to determine the 'notional' budgets for their schools. Academies are then funded on the same basis.

Schools must use their 'notional' budget to:

- Meet the needs of pupils with low cost, high incidence SEN
- Contribute to the first £xxx of additional support costs for pupils with high needs

Costs above £xxx per pupil are met by **top-up funding** which is supplied by the commissioning LA and has to be applied for by the school. The process of applying for funding and the amount made available is determined locally by the LA.

Pupils with Education, Health & Care (EHC) Plans have the right to request personal budgets. These are an amount of money identified by the LA to deliver provision set out in the EHC Plan where the parent (or young person) has a role in securing that provision. Schools may be asked to hold funds on behalf of pupils, and to commission support using this funding. However, this funding **does not** form part of the school's budget.

### Key requirements

- a. Schools must appoint a SENCO (Special Educational Needs Coordinator) who meets the following criteria:
  - The SENCO must be a qualified teacher working at the school
  - A newly appointed SENCO who has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months must achieve the National Award in SEN Coordination within three years of appointment.
- b. Schools must report on their SEN provision as required under the SEND Regulations 2014. The Regulations require that:

- the SEND plan is published on the school website and reviewed annually. It should reflect how the SEN policy is being implemented.
  - the information on SEND provision is easily accessible to parents and young people. This is set out in paragraphs 6.79 and 6.81 of the [SEND Code of Practice](#).
  - Schools report individually on their plan and provision.
- c. Schools must have an Accessibility Plan which is published on the school website and reviewed regularly. The plan must aim to:
- Increase how much pupils with disabilities can participate in the curriculum
  - Improve the physical environment of the school, so pupils with disabilities can take better advantages of the education, benefits, facilities and services the school provides
  - Improve the availability of accessible information to pupils with disabilities

Each school must:

- Show how it will provide adequate resources to implement the plan
- Regularly review, update & publish the plan

## The role of the governing board

All governing boards have legal duties under the [Children and Families Act 2014](#) in relation to pupils with special educational needs and disabilities (SEND). The [Academy Trust Governance Guide](#) sets out the responsibilities of governing boards with regard to SEND.

Governors need to:

- Know that the SENCO's key responsibilities are outlined in each school
- Monitor how effectively they are carried out (paragraph 6.84 of the SEND Code of Practice)
- Hold headteachers to account for the implementation of the Accessibility Plan. This is required by the [Equality Act 2010](#).

Governors need to understand how the SEND budget is being used in schools and what impact it is having on the progress and attainment of learners.

It is good practice for the governing board to appoint a named governor who will work with the school, and the headteacher, to ensure compliance with the SEND Code of Practice and the effectiveness of SEND provision.

## Pupil Premium

The pupil premium is additional funding given to maintained schools and academies to narrow attainment gaps between disadvantaged pupils and other pupils. It's also used to support pupils with parents in the regular armed forces - this part of it is known as the service premium. Further information is available at <https://www.gov.uk/education/pupil-premium-and-other-school-premiums>

The grant may be spent:

- For the educational benefit of pupils registered at your school or other maintained schools or academies
- On community facilities, such as charitable services which benefit pupils at your school or their families or people who live or work in your school's locality

The eligibility and amount per pupil are published annually.

This is set out at [Pupil premium and other school premiums - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium-and-other-school-premiums)

- Primary aged pupils recorded as 'ever 6 free school meals (FSM)':
- Looked after children (LAC) and post-LAC
- Pupils recorded as 'ever 6 service children' or in receipt of a pension from the Ministry of Defence

### Definitions:

- 'Ever 6' FSM pupils are those that have been recorded as eligible for FSM at any point since May 2014.
- 'Ever 6' service children are those that have been recorded as eligible since January 2015.
- FSM eligible pupils are those whose parents receive certain benefits.
- **LAC** refers to children who have been looked after by a local authority for at least one day.
- Post LAC refers to those who have left local authority care via adoption or special order.

### Key requirements

Schools must be able to demonstrate the impact of the funding and how it is being spent.

All schools are required to publish a Pupil Premium Statement. The statement must be available on the school website and should be published annually as a minimum. These will be scrutinised by Ofsted as part of the preparation for visits.

As a minimum the Pupil Premium Statement must include:

- how much has been allocated this year
- how the school intends to spend the pupil premium
- the rationale for spending decisions, including the barriers the school is looking to overcome
- the intended impact
- what effect last year's pupil premium spending had within the school



## The role of the governing board

The whole governing board is responsible for monitoring how the school spends its pupil premium grant, including whether the funding is having a positive impact on eligible pupils. It is also responsible for supporting the school in developing positive family and community links to raise aspirations for this group of pupils

The board should monitor:

- spending of the pupil premium - making sure money is spent in identifiable ways to support targeted groups of pupils
- the impact of spending on targeted groups - all schools are required to publish pupil premium impact reports
- the attainment and progress of eligible pupils compared with others

Schools don't have to publish reports about the service pupil premium but governors should still monitor whether this funding is being used effectively to support the emotional and social wellbeing of the pupils who receive it.

The headteacher will decide how to report pupil premium information to the governing body. There is no required format for reports. The reports should focus on:

- How your school has spent its pupil premium
- How the pupil premium has helped increase the attainment of eligible pupils

It should cover the following aspects:

- Number of pupils and those eligible for the pupil premium
- Key performance indicators for eligible pupils
- A written summary of your school's objectives and actions in spending the grant
- Outcomes to date and further actions to be taken
- A list of items/projects your school has funded with the grant and their impact

Ofsted inspectors will look at how well governors hold school leaders to account for using the pupil premium effectively.

It is good practice for the governing board to appoint a named governor who will work with the school, and the headteacher, to oversee the effectiveness of the pupil premium strategy and its impact.

## Sports Premium

The PE and Sports Premium Grant is additional funding provided by the government to improve the quality of the physical activity, physical education and sports activities that schools offer their pupils. Schools are free to choose the best way of using the money provided but must follow the guidance produced at <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

### Key requirements

Schools must be able to demonstrate the impact of the funding and how improvements can be sustained.

Reports must be available on the school website and published annually by the end of the summer term (31 July latest). These will be scrutinised by Ofsted. As a minimum the PE and Sports Premium Report must include:

- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future
- the percentage of pupils within a year 6 cohort who met the national curriculum requirement to:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively
  - perform safe self-rescue in different situations

### The role of the governing board

The whole governing board is responsible for monitoring how funding is allocated, ensuring compliance with accountability measures and ensuring that the impact is maximised, measured and reported. Governing bodies should support and challenge the headteacher and the PE/sports staff lead about the school's vision, provision and impact of PE, sport and physical activity.

It is good practice for the governing board to appoint a named governor who will work with the school, and the PE/sports staff lead, in particular, to oversee progress.

## Behaviour and attitudes

This behaviour and attitudes section considers how leaders and other staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

This section focuses on the following key factors:

- having a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- having a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers
- having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.
- developing pupils' motivation and positive attitudes to learning, as these are important predictors of attainment.
- fostering a positive and respectful school culture in which staff know and care about pupils
- creating an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

Specific considerations for evaluating behaviour and attitudes include:

### Attendance

School leaders must do all they reasonably can to achieve the highest possible attendance, while recognising that the context in which schools operate has changed. Governors should expect an analysis of absence and persistent absence rates for all pupils, and for different groups, compared with the published local and national averages for all pupils. This includes the extent to which pupils with persistent and severe absence are improving their attendance over time or whether attendance is consistently low. Governors should see this analysis and how this has fed in to the school's approach.

Where attendance is not consistently at or above what could reasonably be expected, attendance should be a high priority for leaders and for it to be aimed towards national levels and beyond. There should be a strong understanding of the main causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. In some cases of persistent and all cases of severe absence this is likely to involve multi-agency work with the local authority and other partners.

### Suspensions and exclusions

If a school uses suspensions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for suspensions and whether any pupils are repeatedly suspended. Schools should have a strategy for reintegrating a pupil who returns to school following a suspension and for managing their future behaviour.

## Anti-bullying

Anti-bullying policy and practice is closely linked to school policies and practices including the:

- behaviour policy
- equality and diversity policy
- child protection and safeguarding
- PSHE curriculum

### Key requirements

The school should have an age-appropriate strategy in place to help children understand inappropriate bullying behaviours, help to avoid them happening and understand how to deal with them.

This should be supported by robust procedures to deal with incidents of bullying.

Parents should have a clear understanding of the school's approach and how to raise concerns.

Incidents of bullying and their causes (e.g. related to protected characteristics) should be recorded and reported to the governing body.

### The role of the governing board

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

It is good practice for the governing board to appoint a named governor who will work with the school, and the headteacher, to monitor the effectiveness of anti-bullying strategies.

## Looked After Children

A child who has been in the care of their local authority for more than 24 hours or is being provided with accommodation by the LA through social services is known as a looked after child. Looked after children are also often referred to as children in care (CiC).

Previously LAC (PLAC) is a child who is no longer looked after by the LA because they've:

- Been adopted
- Become the subject of a special guardianship or child arrangements order

A child retains their "looked after" legal status until a court makes a final adoption order. This applies even if the child is living with their prospective new parents. Once a child has been formally adopted from care, he or she counts as previously looked after.

In general, looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.

Gov.uk has guidance for designated teachers on [improving the attainment of looked after children in primary schools](#)

Each Local Authority has in place a Virtual School which is responsible for managing the Pupil Premium Plus (PP+) grant for currently looked after children and for allocating it to schools and alternative provisions. Virtual Schools have three key areas of responsibility:

- To make sure that there is a system in place to track and monitor the attainment and progress of looked after children
- To make sure that all children looked after have a robust and effective Personal Education Plan (PEP) in place, including access to one-to-one support and specialist educational provision where appropriate
- To champion the needs of looked after children across the authority and those placed outside of their authority

### Key requirements

The school must appoint a designated teacher for looked-after children.

The designated teacher must be a qualified teacher who's completed an appropriate induction period (if required), **or** the executive leader or acting executive leader at your school

The lead responsibility for raising attainment **must** rest with a single person. However, some functions (e.g. pastoral and administrative tasks) can be delegated to other people, depending on your school's circumstances. You might consider this if, for example, your school has a large number of LAC and previously LAC on roll.

The [DfE's statutory guidance](#) outlines in more detail what you and your school leaders should think about when supporting the designated teacher.

Your school is required to have a policy on the designated teacher for looked-after children (LAC) and previously LAC. This is in the [Department for Education's \(DfE's\) list of statutory policies](#) for maintained schools and academies.

The board of trustees, as the school's admission authority, is responsible for setting the over-subscription criteria for admitting pupils to the schools in the trust. Schools must give priority to LAC and previously LAC.

A personal education plan (PEP) is required for all LAC. It is a record of the child's education and training. It should describe what needs to happen to help the child fulfil their potential. The LA draws up a PEP as part of a LAC's care plan. It also organises statutory reviews of this plan. The designated teacher is then responsible for developing and implementing the PEP and evaluating the plan's impact in school

### **The role of the governing board**

The governing body has a duty to ensure that the school meets its statutory responsibilities concerning any children attending the school who are Looked After (LAC).

The board must:

- Make sure that your school's policies meet the needs of LAC and previously LAC – see the [DfE's statutory guidance on the designated teacher for LAC and previously LAC](#) to know how to do this.
- Ensure that a designated teacher is appointed to promote the educational achievement of LAC and previously LAC
  - Ensure that this teacher undertakes appropriate training
  - Consider an annual report from the designated teacher and act on any issues that the report raises

You also need to make sure staff have the skills, knowledge and understanding to keep LAC safe.

This is outlined in the [Governance Handbook](#), and in [Keeping Children Safe in Education](#)).

It is recommended that a link governor is appointed to have arrangements in place to ensure that they elect a named Looked After Children governor.

## Health & Safety

Health & safety is a key part of effective safeguarding in schools. All schools must comply with statutory requirements set out in:

- the [Health and Safety at Work etc. Act 1974](#) determines British health and safety law. The Health and Safety Executive (HSE), with local authorities, enforce this Act.
- the [Management of Health and Safety at Work Regulations 1999](#) (support the Act).

Guidance for schools is available at [gov.uk H&S advice for schools](#)

The ONE Academy Trust Board of Trustees is accountable for the health and safety of school staff and pupils. The day-to-day running of each school is delegated to the headteacher and the school management team who are responsible for ensuring that risks are managed effectively.

### Key requirements

Schools must have an effective health & safety policy and procedures in place. In ONE Academy Trust the Health & Safety Policy is provided by external H&S consultants.

The key elements of the policy should:

- set out the roles and responsibilities within risk management processes
- the mechanisms to control risk
- specific control measures that need to be implemented

Every health and safety policy is separated into 4 elements:

- Plan – leaders should set the direction for effective health and safety management
- Do – introduce management systems and practices that ensure risks are dealt with sensibly, responsibly and proportionately
- Check – monitoring and reporting
- Act – a formal management review of health and safety performance

HSE explains the elements in more detail in its [guidance on leading health and safety at work](#)

Schools must appoint a 'competent' person with the necessary skills, knowledge and experience to give sensible guidance about managing health and safety risks. ONE Academy Trust has appointed a consultancy (currently Ellis Whittam) as their 'competent person' to ensure they meet their health and safety duties.

Schools must have effective risk assessments in place. Risk Assessments identify measures to control risks during school activities. Health and safety law requires the school to assess risks and put in place proportionate control measures. The law also requires it to record details of risk assessments, the measures taken to reduce these risks and expected outcomes.

Risk assessments consider what measures you need to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

All schools should have plans in place to enable them to manage and respond to incidents related to school security. Schools should also have procedures for controlling access and barring individuals from premises. Schools can decide whether to include this within their school security plan or deal with the issue when it arises in another plan or procedure.

Health and safety emergency procedures schools should consider include:

- serious injury to a pupil or member of staff (for example, transport accident)
- significant damage to school property (for example, fire)
- criminal activity (for example, bomb threat)
- severe weather (for example, flooding)
- public health incidents (for example, flu pandemic)
- the effects of a disaster in the local community

DfE provides [emergency and planning response templates and guidance](#).

Schools must comply with recording and reporting legislation. Certain work-related injuries to a member of staff or a child must, by law, be recorded and reported.

All schools should regularly monitor and review their health and safety policies to ensure they are reducing risks. As part of this monitoring, schools should investigate incidents to ensure that:

- they are taking appropriate corrective action
- they are sharing learning
- necessary improvements are put in place

Schools should regularly (at least annually) consider how they measure their performance. They should set up an effective monitoring system, backed up with sensible performance measures. Where there is a health and safety incident at the school, the competent person and others with health and safety responsibilities should assess the effectiveness of the school's procedures and its response. They should make the necessary changes to policies and procedures.

## **The role of the governing board**

The whole governing board is responsible for ensuring that the school meets its statutory obligations in respect of health & safety. Ofsted inspectors will consider health & safety as part of their review of safeguarding.

It is good practice for the governing board to appoint a named governor who will work with the headteacher and any nominated staff leads to oversee compliance with statutory requirements.



## Personal development

Schools support pupils to develop in many diverse aspects of life. The personal development evaluation is used to evaluate leaders' intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

Key factors include how the school:

- ensures that curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development – including by considering the provision, quality and take-up of extra-curricular activities offered by the school
- develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted
- ensures an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils
- develops pupils' characters, which are defined as a set of positive personal traits, dispositions and virtues that inform pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- develops pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supports readiness for the next phase of education so that pupils are equipped to make the transition successfully

## Equality & Diversity

The Equality Act 2010 has replaced and unified existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act into a single, consolidated source of discrimination law. The Act essentially prevents schools from unlawfully discriminating against pupils, staff, parents or carers because of their sex, race, disability, religion or belief and sexual orientation.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to public bodies, including maintained schools and academies. Under the Equality Duty, there is a legal requirement for schools to assess the impact of their policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations

As part of their broad and balanced curriculum, schools and academies are also required to promote community cohesion, including an explicit requirement to promote fundamental British values as part of a broader requirement to promote the spiritual, moral, social and cultural development of pupils. Schools' duty of care to their pupils and staff includes safeguarding them from the risk of being drawn into terrorism. In fulfilling the duty, governors and headteachers are expected to demonstrate activity in the following key areas:

- Risk assessment
- Working in partnership
- Staff training
- Safety online
- Monitoring and enforcement

### Key requirements

Schools must be able to demonstrate how they are fulfilling the Public Sector Equality Duty and also promoting community cohesion and safeguarding pupils from radicalisation.

- Equality Information & Objectives must be available on the school website. Objectives must be set at least every 4 years. Progress and achievements must be published annually by 6th April latest.
- The Accessibility Action Plan must be available on the school website and updated regularly. In ONE Academy Trust, each school should update its Accessibility Plan annually in the spring term alongside the Equality & Diversity Objectives.
- The school must be able to demonstrate how it is complying with the requirements of the Prevent duty and promoting British values as part of community cohesion.
- Schools and governing bodies should also actively build pupils' resilience to radicalisation by promoting fundamental British values.

## The role of the governing board

The whole governing board is responsible for ensuring that the school meets its statutory obligations in respect of equality & diversity and community cohesion.

Governing bodies are required to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people in a diverse community
- Promote community cohesion

Ofsted inspectors will typically ask for records and analysis of bullying, discriminatory or prejudicial behaviour (including racist, disability and homophobic bullying).

It is good practice for the governing board to appoint a named governor who will work with the headteacher and any nominated staff leads to oversee compliance with statutory requirements, monitor the implementation of good practice and to champion inclusion and community cohesion.

## Leadership and management

The leadership and management judgement is about how leaders and governors or trustees ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders can have the strongest effect on the quality of the education provided by the school.

Important factors include:

- leaders' high expectations of all pupils in the school, and the extent to which these are embodied in all staff's day-to-day interactions with pupils
- the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school
- whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- the extent to which leaders' (including trust leaders') high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence
- whether leaders and governors or trustees all understand their respective roles and perform these in a way that enhances the effectiveness of the school

Specific considerations for evaluating leadership and management include:

- The use of pupil premium and catch up funding

Governors will need to be aware of how the school has used these funding streams, in particular: the level of funding received, how the funding has been spent, the rationale for this and the impact of such expenditure.

- Teaching of protected characteristics
- How a school meets the expectations of the [DfE's statutory guidance on relationships education, relationships and sex education and health education](#) contributes to the leadership and management judgement.
- Workload and staff wellbeing

Governors should seek to understand how staff are supported and the steps that are being taken to remove the risk of additional workload.

## Early Years

Governors should consider the intent, implementation and impact of the school's early years curriculum. Discussions should take place centred on the impact that the quality of education has on the children, including disadvantaged pupils and those with SEND. Governors should consider:

- the extent to which leaders and other staff plan, design and implement the early years curriculum
- the extent to which the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND
- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
- children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy

Governors should hear about the children's learning and development over time. They need to ascertain how well the curriculum is meeting children's needs, more specifically how well:

- leaders assure themselves that the aims of the EYFS are met and that it is appropriately ambitious for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured
- the content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling
- children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS
- staff develop children's communication and language through singing songs, nursery rhymes and playing games
- staff develop children's love of reading through reading aloud and telling stories and rhymes
- children demonstrate their attitudes and behaviours through the key characteristics of effective learning:
  - playing and exploring
  - active learning
  - creative thinking and thinking critically

# **Appendix 3**

## **Acronyms & Key Terms**

## Guide to acronyms & other key educational terms

Acronym/Term	Meaning
Academy Trust Handbook	Government guidance that sets out the financial framework for academy trusts, “reflecting their status as companies, charities and public bodies”. Compliance with the handbook is required by the trust’s funding agreement.
<a href="#">Academy Trust Governance Guide</a> (replaced the Governance Handbook)	Department for Education advice that sets out the government’s vision and priorities for effective school governance. It outlines the core role of governance, and provides a summary on all the legal duties of governing bodies. It is updated regularly to reflect changes in the law and education policy.
Articles of Association	Set out the rules for the internal management, decision making and governance of academy trusts. The Department for Education (DfE) has a set of model articles, and each academy trust will have a tailored version of the models for themselves.
Achievement	<p>Takes into account the standards of <b>attainment</b> reached by pupils and the <b>progress</b> they have made to reach those standards.</p> <ul style="list-style-type: none"> <li>• Attainment: this is the standard of academic attainment, typically shown by test and examination results.</li> <li>• Progress: this is the extent to which pupils have progressed in their learning given their starting points and capabilities.</li> </ul> <p>The DfE publishes achievement and attainment tables (performance tables) that provide a reliable and easily accessible source of comparative information. The tables report achievements for primary school pupils at the end of Key Stage 2. Value-added measures are also published in the primary and secondary tables. The measures ensure that accountability is focused on the progress that pupils or students have made from one key stage to the next, whatever their starting points.</p>
Absence and Attendance Codes	A list of codes used by the Department for Education (DfE), which schools that are on the School Census are required to use when recording attendance and absence.
Academies	Publicly funded independent schools established under Section 482 of the Education Act 1996. More freedoms and autonomy than maintained schools. They don’t have to follow the national curriculum and can set their term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools. They’re funded directly from the government, not local authorities. They have often <b>converted</b> from being a maintained school.
ADD	Attention Deficit Disorder
Admissions Authority	Responsible for admissions. The LA is the Admissions Authority for maintained schools. The governing body is the admissions authority for an academy. In ONE Academy Trust, the board of trustees is the admissions authority for the Trust.
Admissions Register	The details, in alphabetical order, of all pupils that attend a school.
AGM	Annual general meeting. An academy trust must hold an AGM each financial year, in addition to other meetings that year. The members must attend. Trustees can attend if they choose.
Appraisal	The process of assessing how well a member of staff is carrying out his or her job.
Attainment targets	The knowledge, skills and understanding that pupils of differing ability and maturity are expected to attain by the end of each key stage of the national curriculum, i.e. assessed at ages 7, 11, 14 and 16.
Attendance register	The register taken at the beginning of the morning session and once during the afternoon. It must contain the names of all the pupils that attend a school.
Attendance targets	Overall targets for reducing absence set by governing bodies and, Education (School Attendance Targets) (England) Regulations 2007.
Audit Commission	An independent body set up by Government to monitor the use of funds by Local Authorities and certain other bodies.

<b>Acronym/Term</b>	<b>Meaning</b>
Authorised absence	Where the absence of a pupil has been agreed by the person authorised to do so by the headteacher of the school.
Capital expenditure	Spending on building projects and large items of equipment.
Catchment area	A defined geographical area from which a school takes its pupils.
Code of conduct	Your board will have its own code of conduct that sets clear expectations about the governor/trustee role and behaviours. By agreeing to a code of conduct, there's an explicit reference point in case of any disagreement/misconduct during a governor/trustee's term of office.
Committee	A group of governors/trustees delegated responsibilities for a specific area of the governing board's work.
Common transfer file	Information which must be transferred when a pupil moves from a maintained school to another school (whether or not a maintained school).
Community cohesion	Working towards a society in which there is a common vision and sense of belonging, where the diversity of backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.
Core subjects	The subjects that must be studied by all pupils at every key stage (English, mathematics and science). Progress in Key Stage 1 is assessed through statutory tests and tasks which are used to inform teacher assessment. Progress in Key Stage 2 is assessed through national curriculum tests and teacher assessment.
Current expenditure	Spending on the day-to-day running of schools, including staff costs, heating and lighting, consumables etc.
DfE	Department for Education. The DfE funds all state-provided education for children and young people via the Education and Skills Funding Agency (ESFA).
DFC	Devolved Formula Capital
DPA	Data Protection Act
EAG	Earmarked Annual Grant
EAL	English as an additional language
ECT	Early Career Teacher Newly qualified and in first two years of teaching.
ECF	Early Career Framework Sets out the support, mentoring and continuous professional development for early career teachers.
EGM	Extraordinary general meeting. A meeting convened outside of the normal schedule to discuss urgent matters that can't wait until the next scheduled meeting.
ESFA	Education Skills and Funding Agency
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage The provision of learning, development and care between birth and the academic year in which they have their 5th birthday.
EYFS Framework	Early year's foundation stage framework. The regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0-5). It "sets the standards that all early year providers must meet to ensure that children learn and develop well".
Early Years Foundation Stage Profile (EYFSP)	Recorded against the assessment scales in the EYFSP at the end of the term when the child reaches five years old. The EYFSP is designed to ensure that every child leaves the EYFS with their strengths acknowledged and celebrated,



Acronym/Term	Meaning
	their learning and development needs identified, and plans made for the next steps in their learning.
FA	Funding Agreement
FFT	Fischer Family Trust
Free schools	A type of academy set up as a new school under the government's free schools program. Often set up by parent, charitable or business groups.
FOI	Freedom of Information
FS	Foundation Stage
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion
FtE	Full-time Equivalent
Funding Agreement	The contract between the academy and secretary of state for education that sets out the terms of how it is funded. The Department for Education has model funding agreement, and each academy Trust will have a tailored version of the model for themselves. In <b>MATs</b> , there is a master funding agreement that regulates the funding for all academies within the MAT. There are also supplementary funding agreements that are specific to each academy within the MAT.
GAG	General Annual Grant
G&T	Gifted and Talented
GB	Governing Body
GDPR	General Data Protection Regulations
GTP	Graduate Teacher Programme
H&S	Health and Safety
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
ICO	Information Commissioners Office The independent office holder set up to oversee and enforce the Freedom of Information Act and the Data Protection Act. More information can be found at <a href="http://www.ico.gov.uk">www.ico.gov.uk</a>
IEP	Individual Education Plan
INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISR	Individual School Range (of salaries)

Acronym/Term	Meaning
IT	Information Technology
<a href="#">Keeping Children Safe in Education</a>	Statutory guidance setting out what schools and colleges should do, and what they must comply with, in order to safeguard children.
KPI	Key Performance Indicator
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care) A child who, as defined in Section 22(1) of the Children Act 1989, is cared for by the LA or is provided with accommodation by an LA for more than 24 hours under a voluntary agreement with his or her parents, or who is the subject of a care order.
Lay member	A member appointed to a panel hearing appeals against non-admission or exclusion, being a person without personal experience in managing or providing education in any school (other than as a governor or on a voluntary basis). He or she must not have, or have had, any connection with the school, or any person who is a member of, or employed by, the governing body, if that might raise doubts about his or her ability to act fairly.
LGB	Local Governing Body (also known as Local Governing Body)
LSA	Learning Support Assistant (also known as Teaching Assistant)
Maintained schools	Schools maintained and funded by local authorities. They follow the national curriculum and rules on teacher pay and conditions. There are different sub-categories of maintained school: <ul style="list-style-type: none"> <li>• <b>Community</b> The school is controlled by the local authority, with no influence from religious or other groups. The local authority is the employer and is responsible for admissions</li> <li>• <b>Voluntary aided</b> The governing board is the employer and is responsible for admissions. They are usually faith schools, and the religious group owns the school's land and buildings and has a majority of members on the governing board</li> <li>• <b>Voluntary controlled</b> The school has close links with a religious or other organisation that owns the land and buildings and has input into what the school does, except the local authority is the employer and responsible for admissions</li> <li>• <b>Foundation</b></li> <li>• The governing board is the employer and the admissions authority. The school's land and buildings are normally owned by the foundation. The foundation is usually non-religious, making it different to voluntary aided schools</li> </ul>
MAT	Multi-academy Trust. Trusts that oversee a number of academies, all under one legal entity.
Memorandum of association	Sets out the name of the academy Trust and provide details of the people/organisations who wish to form the Trust and become its members under the Companies Act 2006.
Minutes	A written record of the events of a full governing board or committee meeting. Recorded by the clerk.
NAO	National Audit Office
NC	National curriculum The national curriculum aims to provide a broad and balanced education for all children. It is divided into four key stages according to age. It includes statutory

Acronym/Term	Meaning
	assessments, consisting of tests and teacher assessments, at the end of Key Stages 1 and 2 and teacher assessments at the end of Key Stage 3. National curriculum tests (commonly referred to as SATs) - Statutory national tasks or tests set by the National Assessment Agency (NAA) and taken by pupils at the end of Key Stages 1 and 2.
NGA	National Governors Association
NLG	National Leader of Governance
	<b>Non-teaching staff</b> - Members of school staff employed by the governors to provide services in a school other than teaching, such as classroom assistants, cleaners and school secretaries.
NUS	National Union of Students
NUT	National Union of Teachers
OFSTED	Office for Standards in Education
OE	<b>Open enrolment</b> - All schools must admit pupils up to their Published Admission Number (see Published Admission Number, below), which is calculated according to the physical capacity of the school to accommodate pupils.
Ordinary resolution	A decision that requires the agreement of a majority of the board members.
PAN	Published Admission Number (also sometimes known as Pupil Admission Number or Planned Admission Number) The fixed number of children which a school must admit if sufficient applications are received, as published by the admission authority for the school.
PAT	Portable Appliance Testing
PE	Physical Education
Pedagogy	The method and practice of teaching, especially as an academic subject or theoretical concept
Peripatetic teacher	One who gives specialist instruction in a number of schools, for example, in music.
Personal Education Plan (PEP)	A record of what needs to happen so that looked-after children can fulfil their potential, reflecting any existing educational plans. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.
PFI	Private Finance Initiative PFI requires private sector consortia to raise private finance to fund a project, which involves an investment in assets, and the long-term delivery of services to the public sector.
PGCE	Post Graduate Certificate in Education
PI	Performance Indicator
PLASC	Pupil Level Annual School Census (i.e. number on roll in January each year)
PM	Performance Management

Acronym/Term	Meaning
PP	Pupil premium
PRUs	Pupil referral unit. Cater specifically for children who are excluded, sick or otherwise unable to attend mainstream school. Maintained by the local authority.
PSHE	Personal Social Health & Economic Education (also PSCE including citizenship)
PTA	Parent-Teacher Association (also known as School Friends group)
Pupils on roll	Pupils registered at a school.
Quorum	The minimum number of governors/Trustees that must be present at full governing board or committee meetings in order for official decisions to be made.
QTS	The professional status required to teach in state and maintained schools in England and Wales. QTS is normally awarded after successful completion of a Teacher Training course (degree in Education or postgraduate certificate in Education (PGCE)).
Reception classes	Defined by Section 142 of the School Standards and Framework Act 1988. An entry class to primary schools for children who have their fifth birthday during the school year and for children who are younger or older than five with whom it is appropriate to educate them.
Register of interests	Records the relevant business and pecuniary interests of all governors and senior staff that have served over the past 12 months. All boards must create one.
R&R	Recruitment and retention
RDA	Regional Development Agency
Scheme of Delegation	Created by governing boards to set out what it has delegated to its committees or individuals. In the case of MATs, it will outline what responsibilities are delegated to its local governing boards (the local governing bodies).
SIP	School improvement plan. A document created by the LGB, the headteacher and the senior leadership team that sets out the schools priorities for improvement over the coming year(s).
Special resolution	A decision that requires the agreement of 75% of the board members.
Register of interests	Records the relevant business and pecuniary interests of all governors and senior staff that have served over the past 12 months. All boards must create one.
Regulations	Subordinate legislation deriving its authority from an Act of Parliament, legally binding on governing bodies and others
RE	Religious Education
Resolution	A proposal made formally at a meeting that has been voted on and agreed.
RIDDOR	Reporting of Injuries, Disease & Dangerous Occurrences Regulations
RO	Responsible Officer
RSC	Regional School Commissioners Regional Schools Commissioners (and the National Schools Commissioner to whom they are accountable) work with school leaders to take action in underperforming schools. RSCs act on behalf of the Secretary of State for Education. Each RSC is supported by a Headteacher Board (HTB), made up of experienced academy headteachers and other sector leaders who advise and challenge RSCs on the decisions they make.

Acronym/Term	Meaning
School Admissions Code	Statutory guidance that all schools must follow when carrying out duties relating to school admissions.
SCR	Single central record. A record of employment and suitability checks a school/academy Trust has carried out on staff. The SCR should be kept up-to-date by staff in the school/Trust, while the governing body or academy Trust must ensure its existence and monitor its completion. A statutory requirement for all schools/Trusts.
SDP	School Development Plan (See also SSDP and SIP)
SEAL	Social and Emotional Aspects of Learning
SEF	Self-Evaluation Form A non-statutory document, containing judgements about the school, which was expected by Ofsted to be in place. The SEF document was withdrawn in July 2011, though Ofsted still expect schools to carry out self-evaluation.
SEMH	Social, Emotional and Mental Health
SEN/SEND	Special Educational Needs/Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
<a href="#">SEND code of practice</a>	Special educational needs and disabilities code of practice. Statutory guidance explaining the duties of local authorities and schools to provide for children and young people with SEND.
SFVS	Schools Financial Value Standard
SIC	Statement of Internal Control
SLA	Service Level Agreement
SLE	Specialist Leaders of Education
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social & Cultural development
SMT	Senior Management Team
SoD	Scheme of Delegation
Special schools	Cater specifically for pupils with special educational needs. Run and funded via the local authority.
SS	Social Services
Standing orders	Created by boards to set out the membership and procedures of a governing board or committee, where they're not already set out in Terms of Reference or the Articles of Association.
<a href="#">STPCD</a>	School Teachers' Pay and Conditions Document. Sets out the statutory requirements for teachers' pay and conditions that maintained schools must follow. It also applies to staff in academies who had their employment transferred at the point of conversion (see 'TUPE' in the next section). It covers areas including pay ranges and progression, pay allowances, professional responsibilities, and working time arrangements. It's updated annually.
Suspension	A process where a member of staff is told to stop working at the school temporarily, usually while a problem involving him or her is being investigated.
TA	Teaching Assistant (also known as a Learning Support Assistant)

Acronym/Term	Meaning
Terms of Reference	Created by boards to define the purpose and remit of a governing board committee, and the arrangements for reporting to the full governing board.
TES	Times Educational Supplement
TLR	Teaching and Learning Responsibility
TRA	Teaching Regulation Agency The TRA has responsibility for the <b>regulation</b> of the <b>teaching</b> profession, including misconduct hearings and the maintenance of the database of qualified <b>teachers</b> .
TSA	Teaching Schools Alliance
TU	Trade Union A <b>trade union</b> is an organisation with members who are usually workers or employees. It looks after their interests at work by doing things like: <ul style="list-style-type: none"> <li>• negotiating agreements with employers on pay and conditions</li> <li>• discussing big changes like large scale redundancy</li> <li>• discussing members' concerns with employers</li> <li>• going with members to disciplinary and grievance meetings</li> </ul>
TUPE	<b>TUPE</b> stands for the <b>Transfer</b> of Undertakings (Protection of Employment) <b>Regulations</b> and its purpose is to protect employees if the business in which they are employed changes hands. Its effect is to move employees and any liabilities associated with them from the old employer to the new employer by operation of <b>law</b> .
UNISON	A trade union for support staff
UPN	Unique Pupil Number
UPS	Upper Pay Scale
VAT	Value Added Tax
VFM	Value for money
VI	Visually impaired

# ORGANISATIONAL STRUCTURE

