2021

Local Governing Bodies - Governor Handbook

DDAT
Derby Diocesan Academy Trust

Jayne Hadfield – Head of Governor Services

Contents

	Page
Welcome from Mark Mallender, CEO of DDAT	3
The DDAT Vision and Curriculum	4
Introduction • Implementation of Governance • Thank You • GovernorHub • Induction Training • Training	5
Getting Started and Finding Out About the Academy	8
How is the Local Governing Body Structured? • Governor Categories	10
Specific Roles within the Local Governing Body • Chair and Vice-chair • The Clerk to Governors • Link Governors	11
Meetings, Quorum and Committees	21
The Roles and Responsibilities of the Local Governing Body • Governing in a Church School • Purpose and Focus of SIAMs Inspections • DDAT Scheme of Delegation • Effective Governance • Academy Visits • Policies • Allowances and Expenses	23
Self-Review • How Well Am I Doing as A Governor? • LGB How Well Are We Doing?	28
Appendices	
A - Member Schools	29
B - Scheme of Delegation	30
C - Local Governing Body Constitution template	50
D - New Governor Induction Checklist	51
E - Using GovernorHub	55
F - Governors Basic Glossary	56
G – Acronyms	65
H - Safeguarding Link Governor Role Descriptor	77
I - SEND Link Governor Role Descriptor	82
J – Career Link Governor Role Descriptor	89
K – Looked After Children Link Governor Role Descriptor	98
L – Model Procedure for the Election of Chair/Vice Chair	104
M – Governing Body Self-Review template	105
N – Governor Cards	118
O – What governing boards and school leaders should expect from each other	130
P – Useful Websites	134

Welcome from the CEO of Derby Diocesan Academy Trust

I would like to start by saying a huge thank you. Being a governor is a rewarding job, but it carries responsibility and can, at times, be challenging. It must also be acknowledged that it is voluntary. You don't have to do it, but you choose to do it – you choose to do it because you want to make a positive difference to the lives of children and young people. And make a difference you do! That is why it is appropriate to introduce this handbook with a thank you.

Many of you have heard me say before that, as a Trust, we are passionate about having local governing bodies (LGBs) in our schools. DDAT doesn't want to operate a franchised type of system whereby all of our schools are run, in their entirety, from the centre. We believe that having a tier within the Trust's structure that allows local decision-making by local people is the most effective way to ensure that each individual school truly reflects and meets the needs of its local community. All DDAT schools are different – they are all unique and as such, the people influencing the decision-making within each of our schools need to either be from that local community or have an understanding of the local community from where the children, young people and their families come from.

DDAT work in close partnership with our LGBs in providing training so that they have the skills to make local decisions and function with a degree of autonomy. Equally there are times when governing bodies need or ask for extra help and want DDAT to play a more pivotal role at a local level. That is a key advantage of our variable scheme of delegation, it allows the necessary intervention when needed and equally allows the autonomy when a school and LGB is flying high. However, whatever the situation, DDAT are always here supporting, guiding, challenging, training and partnering our LGBs so that they can be the very best they can be.

At the time of writing, DDAT has 29 schools. They are all so different. Small rural schools, large inner-city schools. Schools in areas of affluence and schools in areas with high levels of deprivation and need. Some schools pretty much see the same children through from Reception to Year 6 whilst others have high levels of mobility with new arrivals every day, many of whom are coming from other countries and speak little or no English. Some schools have over 30 different languages spoken within the school. We love the diversity across our Trust and want to keep it that way. That's why we need bespoke skilled LGBs to make the right local decisions for their children and young people in their care, ensuring that the curriculum and every inch of provision is tailored to meet their needs whilst maintaining and ensuring that the DDAT guiding principles and overarching ethos and values permeate through everything that you offer. Yes, many argue it would be much easier if everything was run from the centre and maybe it would, but it would stifle the individual characteristics of each school and result in the school not truly meeting the needs of its children and young people. So, thank you for allowing us to be able to provide for our children and deliver education in this way.

Mark Mallender

The DDAT Vision

The values and ethos that DDAT is built upon are Christian in nature and represent values and principles that are important to people of all faiths and no faith. There is a focus on individuality, collaboration and unity; there is a real sense of belonging within DDAT. This is well-balanced with a sense of autonomy and empowerment enabling schools to flourish as separate and unique entities.

DDAT's vision is to build a better future for all within our academies who in turn will positively impact their communities. Church schools within DDAT are recognised for their distinctive and inclusive Christian ethos and for the impact that this has on raising educational standards.

DDAT is increasingly assisting non-faith-based schools as they plan to sustain improvements in their schools by joining the growing number of schools that form the Trust.

The DDAT family of schools consists of both Church and non-Church schools who all work together to achieve the aims of the Trust as follows:

- Provide children with excellent educational provision
- Rapidly improve underperforming schools
- Develop effective school-to-school support
- Build strong relationships and promote work with external partners
- Raise aspirations and tackle disadvantage so that no pupil is failed by their school.

DDAT academies demonstrate their distinctiveness by providing an inspirational and holistic education that enables all children and staff to develop and achieve their full potential. Church schools within DDAT are not faith schools for the faithful, but Church schools for the community.

Curriculum

Our trust aims for all our schools to provide its pupils with a substantial, broad and balanced curriculum, ensuring that they are fully immersed in knowledge, skills, vocabulary, opportunities, responsibilities and experiences relevant to the world in which they live.

Each school is unique and has developed its own curriculum intent. As a trust we believe that it is essential to recognise what is important to each individual school's identity; their pupils and communities. Our curricula do not look the same because our schools are all different. We support each other in curriculum implementation and schools work well together as well as with our School Improvement Team to improve shared priorities.

Professional development is fundamental to our success as a MAT equipping school leaders and all staff to deliver the very best to the children in all our schools. We are proud of the extensive CPD we offer.

Introduction

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

Good governance supports DDAT's vision of the organisation and is key to the effective outcomes of Leadership and Management and is at the heart of delivering educational excellence. This handbook outlines how governance is structured and organised as part of developing and implementing governance functions and is a critical component of ensuring our pupils receive the best possible outcomes.

This handbook has been developed to ensure that governance is an integral part of Trust business and ensures that it is a priority at all levels, ensuring that Trustees:

- Have clarity of vision, ethos and strategic direction
- Hold executive leaders to account for the educational performance of the organisation and its pupils and the effective and efficient performance management of staff
- Oversee the financial performance of the organisation and make sure its money is well spent.

Trustees and Members ensure the Nolan Principles of Public Life are followed:

1. **Selflessness** School and college leaders should act solely in the interest of children and young people.
2. **Integrity** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** School and college leaders should be truthful.
7. **Leadership** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them

Governors should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, all those involved in governance should be:

Committed Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

Confident Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the Body.

Curious Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

Challenging Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

Collaborative Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the Local Governing Body and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

Critical Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and Local Governing Body effectiveness.

Creative Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

The aim of Governance is to provide the DDAT Board with assurance of effective and sustainable leadership and management throughout the Trust. The intention of Local Governing Bodies is to ensure that the Trust's visions, values and ethos deliver on the following core aims:

- Ensure that structures and roles identify clear lines of accountability and responsibilities
- Ensure accountability for quality, high standards and performance
    - Investigate and direct the executive to take action on any identified areas of underperformance
    - Identify, share and ensure delivery of best-practice, compliance and assurance
    - Identify and manage risks to the quality of education
    - Ensure the organisation's culture supports effective engagement by all
    - Ensure finance planning and use of resources drives efficiency and value for money
    - Deliver on the trust vision and aims
    - Ensure all aspects of the organisation of the Trust are compliant
    - These will be delivered through the combination of committee structures and processes at, and below, Trust Board level to lead on Trust-wide quality performance.

Implementation of Governance

The DDAT Board has overall responsibility for the activity, integrity and setting the strategy of the Trust's and has a statutory duty as part of its role, to ensure high standards of governance through clear and robust accountability arrangements at all levels. Trustees hold the Chief Executive Officer to account for this delivery. The Chief Operating Officer and the Head of School Improvement report to the Trust Board on governance at Local Governing Body level.

The DDAT Board and Local Governing Bodies are required to have regular meetings as set out in the Terms of Reference and to ensure accountability.

The Scheme of Delegation (Appendix A) sets out the delegated authority for each Local Governing Body.

Thank You

Thank you for becoming a Governor within Derby Diocesan Academy Trust - DDAT. This handbook contains some important and useful information to support you in your role as a Governor. Please take the time to read it.

Please feel free to contact Jayne Hadfield (DDAT Head of Governor Services) with any questions or queries you may have on 01332 640364 or email jayne.hadfield@derby.gov.uk

GovernorHub

DDAT use GovernorHub for the Trust Board and Local Governing Bodies. This is an ideal platform for sharing documents with governors and making meetings paperless. In addition to this guide a bank of useful information and resources available to support you with your work can be found on GovernorHub.

Induction Training

It is strongly recommended that new Governors book onto induction training as soon as they can. Your Local Governing Body subscribes to the Derby City Council's Governor Training package, which provides New Governor Induction Training. Bookings can be made through GovernorHub or by emailing Jayne Hadfield. The induction training covers the role and responsibilities of a Governor in an ever-changing environment.

Training

A variety of courses are offered for all DDAT governors and clerks.

- Termly briefings for governors and clerks – a 2-hour session in the morning and repeated in the evening – held on Zoom or in a host School
- Termly Clerk briefings – New for 2021 – a session for Clerks to receive updates specific for clerks, GovernorHub updates, sharing good practice and Trust updates

The Termly briefings are offered free of charge.

- Annual Governors Conference – started in 2019. Offers a variety of 1-hour workshops.
- Derby City Council Training Programme – the chance to join any of the training events offered by Derby City Council for governors and clerks.

The above events are chargeable. The Derby City Council Training Programme is offered to DDAT schools at the package price quoted on the course page. A copy of the Training Programme can be found in the resources section of GovernorHub https://app.governorhub.com/s/derbydiocesanacademytrusts/resources/5c755219055fcb4eea237960

Getting Started and Finding out about the Academy

Every academy within DDAT is unique. In order to be an effective Governor, you will need to know about your academy and its pupils. This is essential so that you can support and challenge your academy effectively.

Many Local Governing Bodies have an established induction programme for new Governors; this is likely to give you an opportunity to:

- visit the academy, meet the Headteacher and Chair of the Local Governing Body
- run through key paperwork so you are familiar with the main documentation and know what to expect to receive for each meeting
- find out what issues are currently being dealt with by the Local Governing Body
- attend your first meeting and be introduced to your fellow Governors.

If you are not offered an induction - just ask!

You can't be an effective Governor if you don't know what is going on.

Over the first few months it will help you in your role if you can gain a broad understanding of:

- Your roles and responsibilities as a Governor. Your academy has access to training provided by the DDAT Central Team, the DDAT Annual Governor Conference and Derby City Council Training Programme. It is strongly recommended that you complete the New Governors' Induction Course
- How the teaching and support staff and classes are organised
- The curriculum and how it is organised/delivered within your academy
- The level of achievement of the pupils in your academy and how the academy is performing compared to other similar academies and academies nationally
- The academy budget - an update on the general position is usually given at each meeting
- The academy buildings - a tour will highlight accommodation and maintenance issues
- Academy policies - the academy will have many policies, and these will help the Local Governing Body make strategic decisions
- Future plans - the Headteacher or Chair will take you through a summary of the Academy Development Plan or Academy Improvement Plan which will identify the key priorities for the academy.

Some academies assign a mentor to new Governors, which can be beneficial and provides a clear route for the new Governor to ask questions.

There are many documents which can provide you with useful background information. You should receive some key documents with your welcome pack to help you in your role and others can be requested from the Headteacher. To get started you should try to have a look at the following:

- Scheme of Delegation
- List of the Local Governing Body membership and their categories/roles
- List of the Local Governing Body's Committees and the terms of reference of committees
- A calendar of dates for the year – including Local Governing Body meetings, committee meetings, academy holidays, in service staff training and major academy events
- The academy prospectus
- The Academy Development Plan

- Any self-evaluation documents that your academy uses to assess and grade itself against the current Ofsted Framework
- The most recent Ofsted report for the academy – http://www.ofsted.gov.uk/inspection-reports/find-inspection-report
- The Academy's Data Dashboard – http://dashboard.ofsted.gov.uk
- Policies adopted by the Local Governing Body
- The Local Governing Body's Code of Conduct
- The Local Governing Body's Register of Business Interests
- The Department for Education's (DfE) Governors' Handbook, which provides information about the role and legal duties of Local Governing Bodies www.gov.uk/government/publications/governors-handbook--3

You may also wish to visit the academy's website, which gives an invaluable insight into the academy and how it operates.

Some questions to ask...

What induction have I received, and do I feel well prepared to take on my role as Governor? If I do not, what do I need to do to find out more?

How could our Local Governing Body improve its induction programme?

What other training do I need to fulfil my role?

What skills and knowledge can I contribute?

Do I have all the documents I need?

If you have any questions or queries about your role, or require additional support, please contact Jayne Hadfield (DDAT Head of Governor Services) with any queries on 01332 640364 or email Jayne.hadfield@derby.gov.uk

How is the Local Governing Body structured?

Governor Categories

It is recognised that people from many walks of life can make a valuable contribution to the raising of educational standards and so the Local Governing Body includes a range of different categories of individuals. No matter what kind of Governor you are, you will have the same role and responsibilities within the Local Governing Body. A governors Term of Office is 4 years.

Your academy's Local Governing Body may be made up from:

- **Parent Governors:** these are almost exclusively parents or carers of children at the academy. They are normally elected by parents but can be appointed by the Local Governing Body if not enough people stand for election when the position(s) is first advertised.
- **Staff Governors:** these are selected by election from teaching and support staff who are paid to work at the academy.
- **Head teacher:** he/she is a member of the Local Governing Body by virtue of their office. However, they can choose not to take up the position and must inform the clerk in writing.
- **Foundation ex-officio:** he/she is a member of the Local Governing Body by virtue of their office.
- **Trust PCC:** these are nominated to The Trust Board for appointment by the Parochial Church Council. They are people who, in the opinion of the Local Governing Body, have the skills required to contribute to the effective governance and success of the academy.
- **Trust:** these are nominated to The Trust Board for appointment by the Local Governing Body if there are vacancies in Trust PCC category. They are people who, in the opinion of the Local Governing Body, have the skills required to contribute to the effective governance and success of the academy.
- **Chapter:** (Derby Cathedral School only) nominated and appointed by the Cathedral Chapter (one of which to be the Dean of the Cathedral)
- **Associate members and Observers:** They are not Governors but are requested, by the Local Governing Body, to attend Local Governing Body meetings and committee meetings because of the particular skills or experience they possess. They do not have a vote when decisions are required to be made. However, associate members may have a vote if agreed by the LGB on committees. You will quite often see the School Business Manager and members of the Senior Leadership Team attend meetings of the Local Governing Body under the category of 'Observer'.

Each local governing Body must not be smaller than seven members, and must include:

- at least two parent governors;
- one, and only one, staff governor;
- the headteacher unless the headteacher resigns as a governor;
- as many additional Trust governors as they consider necessary. However, the number of Trust governors who are eligible to be elected or appointed as staff governors must not, when counted with the one staff governor and the headteacher, exceed one-third of the total membership of the Local Governing Body.

There is no upper limit but Local Governing Bodies should have regard to this guidance in deciding their size.

- Voluntary Aided schools must have such number of Trust PCC including the Foundation ex-officio governors as to outnumber all other governors by up to two
- Voluntary controlled schools must have at least two (but no more than a quarter of the total) Trust PCC including the Foundation ex-officio governors.

Specific Roles within the Local Governing Body

- Chair and Vice-Chair
- The Clerk to Governors
- Link Governors or Governors with responsibilities
- Safeguarding

Chair and Vice-Chair

Each Local Governing Body will elect a Chair and Vice-Chair. This can be carried out at either the first meeting in the Autumn Term or at the last meeting in the Summer Term.

The Election of Chair and Vice-Chair

The Clerk will take the lead during the election of the Chair and will ensure the meeting is quorate.

Governors will nominate themselves, *or be nominated by other Governors,* to stand for election.

Any Governor who is employed to work in any capacity at the academy is disqualified from serving as Chair or Vice-Chair of the Local Governing Body of that academy.

*Observers/Non-Governors **cannot** serve as Chair or Vice-Chair of the Local Governing Body nor can they vote in an election.*

The term of office of both Chair and Vice-Chair is one year, although both the Chair and Vice-Chair can serve in an acting capacity between the date of the first anniversary of their election and the next meeting of the Local Governing Body.

See Appendix L - A Model Procedure for Election of the Chair and Vice-Chair

If Elections are Contested

Each nominated Governor for the positions of Chair and Vice-Chair should be given the opportunity to speak to the Local Governing Body, setting out his/her reasons for standing.

All candidates should then be asked to leave the room while a discussion and vote takes place. The voting process will be conducted by the Clerk via a secret ballot.

The Clerk will count the votes and announce who has been elected. In the event of a tie, the Local Governing Body will re-run the ballot. If it remains a tie, the tied candidates will draw lots.

Where a Chair has been elected, at this point the successful candidate will be invited to take the Chair and will oversee the election of the Vice-Chair, if required.

The Clerk is to notify Jayne Hadfield (DDAT Head of Governor Services) jayne.hadfield@derby.gov.uk to confirm the election outcome for Chair and Vice-Chair.

The Clerk to Governors

All Local Governing Bodies must appoint a Clerk. The DfE are highlighting the need to have a professional clerk for all Bodies.

The appointment of a good Clerk to Governors will greatly assist the smooth running of the Local Governing Body. Their duties include:

- To circulate the agenda and pre-meeting paperwork – under direction of the Chair (or other Governor nominated by the Local Governing Body).
- Taking notes at the meeting, drafting the minutes and following up actions from the meeting.
- Conducting the election of the Chair.
- Advising on DDAT procedures relating to Local Governing Body meetings.
- Maintaining GovernorHub with contact details, terms of office, etc. for Governors.
- Keeping up-to-date and distributing information to Governors.
- In conjunction with the DDAT Head of Governor Services, providing advice, support and guidance in between meetings.

Membership details

The Clerk to the Local Governing Body will provide you with details of other Governors and of Trustees on the DDAT Board.

The Clerk maintains GovernorHub with membership details and ensures that websites, and the Education Skills & Funding Agency (ESFA) information portal called Get Information About Schools, is kept up to date to comply with statutory duties.



Link Governors or Governors with responsibilities

A link governor is a member of the governing Body appointed to oversee a specific aspect of the work of the school.

The DfE says you should have:

- A senior board level lead to take leadership responsibility for your school's/trust's safeguarding arrangements
- A link governor or committee with oversight of special educational needs (SEN)
- A member of the board who takes a strategic interest in careers education and guidance and encourages employer engagement

Otherwise, governing bodies can choose how they structure their governance arrangements, including deciding what, if any, roles are delegated to individuals. For example Health & Safety.

Governing bodies should collectively assign link governor roles, with the agreement of the individual taking the role. They should be chosen in line with the school's improvement priorities, and in partnership with school staff.

Link governor positions should then be reviewed annually.

There are some responsibilities which cannot be delegated to an individual. For example, it's not possible to give an individual governor responsibility for approving the first formal budget plan of the year.

The role of link governor

The role of link governor will vary according to the nature of the appointment. However, in general a link governor role involves the following tasks:

- Making pre-arranged visits to the school, with a clear focus
- Keeping the governing Body informed about the area for which they're responsible, and acting as a link between governors and staff
- Supporting the member of staff who is responsible for the particular area/subject
- Developing knowledge in the specialist area and taking part in relevant training
- Ensuring the school has relevant policies in place
- Monitoring the implementation of the school's strategy in the specialist area.

Safeguarding Link Governor

Everyone within DDAT take their safeguarding responsibilities seriously. There is at least one designated safeguarding lead person in each academy and one of our link governor roles is safeguarding. All governors are given access to the most recent DDAT safeguarding policy and the 'Keeping Children Safe in Education' guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

The completion of safeguarding training is mandatory, and details of courses will be given by your clerk to governors upon appointment. The safeguarding link governor also completes an annual safeguarding audit which is shared with all governors and they also monitor and review the annual internal audit in each academy.

Possible questions to ask - further questions can be found at appendix H

Has the school adopted a compliant Child Protection and Safeguarding Policy?

Does the Child Protection and Safeguarding Policy include guidance on peer-on-peer abuse and sexual violence and harassment?

Do the school's Child Protection and Safeguarding Policy, procedures and training follow local guidance and circumstances?

Have all staff been given the opportunity to contribute to the development and review of the Child Protection and Safeguarding Policy?

Have all staff and volunteers signed to say they have read and understood the Child Protection and Safeguarding Policy?

Is the Child Protection and Safeguarding Policy accessible to all permanent and temporary staff, volunteers, parents and visitors?

Are there appropriate and sufficient resources available to implement the Child Protection and Safeguarding Policy?

Does the school have in place a Positive Handling Policy that provides specific guidance for the use of reasonable force with pupils with SEND and medical conditions

Have all staff read part one of the most up-to-date version of 'Keeping children safe in education' (KCSIE) as a minimum?

Have all governors received and read the most up-to-date version of KCSIE?

Is there a process in place to check the DBS status of temporary staff, pupils and visitors where appropriate?

Is there a policy and process in place for responding to allegations made against staff and volunteers?

Do all staff and volunteers understand the indicators of abuse, including peer-on-peer abuse and sexual violence and harassment?

How are all staff and volunteers made aware of their own responsibilities for safeguarding pupils?

How do absence monitoring processes identify pupils who are persistently absent or missing from education?

Is there a process in place to respond to pupils who are persistently absent or missing from education?

Is there a risk assessment in place to identify pupils at risk of radicalisation?

Is there a process and policy in place to identify pupils who need early help and the provision of interventions and support provided for them?

How does the school ensure that pupils educated away from the school are safe and that the provision is of good quality?

Is there a process for recording incidents of abuse that enables trends and patterns to be identified, e.g. peer-on-peer abuse, or homophobic or racial abuse?

Is there a procedure in place to ensure work experience providers have adequate safeguarding policies and procedures?

Is there a procedure in place to ensure that any homestay exchange opportunities are undertaken with due regard to the safeguarding of pupils?

How does the designated teacher promote the educational achievement of pupils who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales?



SEND Link Governor

The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the governing Body, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

The governor responsible for SEND provision acts as the link between the governing Body, headteacher and SENCO, reporting back to the governing Body on monitoring and compliance with the 'SEND code of practice: 0 to 25 years' agreed areas.

Possible questions to ask - further questions can be found at appendix I

How are pupils with SEND identified?

What is the process once they are identified?

How many pupils are there on the SEND Register and what is the nature of their needs (not names). How often are their needs reviewed? How many pupils have been added to/removed from the SEND Register? How do we compare to national percentages?

What support do these pupils typically receive and who provides this support e.g. class/subject teacher, SENCO?

How we do we decide on the interventions to use and how do we monitor the difference these interventions make?

Who sets individual targets for the pupil and who monitors the progress of the pupils?

How is the curriculum adapted for pupils with SEND and how are they ensured access to the full curriculum?

How well do pupils with SEND progress from their starting points and how do we know they are making as much progress as they can? Do they do better in some subjects than others

How does the attendance and rates of exclusion of SEND pupils compare with other pupils?

How do we ensure that pupils with SEND have access to the same extra-curricular opportunities as pupils without SEND?

How are the parents/carers of pupils with SEND involved? How well do we communicate with them? What do they feel about the support being provided for their children?

How do we support the pupils in contributing their views?

How is SEND funded in the school budget and how is it used? How do we know it is being used efficiently and effectively?

What training are staff getting to support pupils with SEND? How do we know what they need?

Which local agencies are you working with?

How do we ensure staff recognise the increased vulnerabilities of pupils with SEND in relation to safeguarding?

How are we progressing in relation to our SEND Action Plan?

How have we support our pupils with SEND during the Covid-19 lockdown, how are we supporting them back into school? How are they doing?

Are there any new government, Local Authority or Trust developments in relation to SEND I should be aware of?

Is the SEN Information compliant, up to date and on the website?

What are our key strengths in relation to our SEND Provision and our key areas for improvement (these should be reflected in the action plan)



Careers Link Governor

Governing Bodies have a responsibility to ensure that a member of the Body takes a strategic interest in the school's careers provision and the school's engagement with employers.

- Be familiar with the DfE's statutory 'Careers guidance and access for education and training providers' guidance and the provisions that it sets out.
- Engage with the school's careers strategy, ensuring it is accessible to, and understood by, all members of staff.
- Ensure the careers strategy is embedded throughout the curriculum, including PSHE, to ensure that pupils receive stable and structured careers advice
- Ensure the careers strategy reflects the 'Gatsby Benchmarks' and sets out an excellent careers programme.
- Maintain oversight of the whole-school careers strategy and ensure this is differentiated for pupils with SEND.

Possible questions to ask - further questions can be found at appendix J

Is there a clearly understood and shared vision and rationale for the school's careers strategy? Is this communicated to all stakeholders including parents?

Does the careers strategy and programme promote aspirational career opportunities for all pupils?

Does the school demonstrate it is providing a stable careers programme?

How does the school identify pupils who are at risk of not participating in post-16 education, employment or training?

What information do pupils and their parents have access to about future education, training and job opportunities?

What opportunities are provided to share a range of education and training providers to access all pupils in years 8 to 13, with the purpose of informing them about technical education or apprenticeships?

How is information provided to pupils that take into account individual needs, equality and diversity?

How do teachers highlight and link STEM subjects to a wide and diverse range of careers opportunities?

What provisions are in place to provide personal guidance interviews for pupils with a qualified careers advisor?

How does the careers leader engage with parents and pupils in relation to careers information?

How are pupils, including pupils with SEND, encouraged to develop self-advocacy, negotiation and decision-making skills?

How is careers provision for pupils with SEND based on individual pupils' own aspirations, needs and abilities?

How do pupils with SEND have the opportunity to hear from adults with disabilities in regard to their career path and career successes?

How are pupils with SEND given adequate time to consider their career options?
What specific provision for LAC is provided? How is this based on individual pupil need?

Have leaders and governors considered research and reports about what works to inform their decisions about how to develop the careers strategy?

How is careers provision challenged, monitored, and evaluated in raising the career aspirations of all pupils?

Do governors know how much money is allocated to the school for the implementation of the careers programme? Is this identified in the school's budget planning?

Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors?

How do governors monitor the careers programme related actions and ask pertinent questions about progress ahead of any summary evaluations?

What does destination data tell us about the future careers, training and education of pupils leaving the school?

How does the careers leader engage and collaborate with local employers and careers and enterprise schemes to develop their understanding of the needs of the pupil community, including pupils with SEND?

Are teachers embedding careers advice within their curriculum and lesson planning?

How are career-based gender stereotypes challenged within teaching and the curriculum?

How do teaching staff find out about and share careers strategies, best practice and actions?



Looked After Children (LAC) Link Governor

Although not a statutory link role it is good practice to delegate this role to a governor. LAC and previously LAC are among the most vulnerable pupils in school and it is regarded good practice for the governing board to maintain oversight of the provision delivered to them This will link into questions around Pupil Premium+ and exclusions.

A child is considered 'looked after' if they are in the care of the LA for more than 24 hours. Legally, this could be when they are living in accommodation provided by the LA with the parents' agreement. 'Previously looked after' children are those pupils who are no longer looked after by the LA due to becoming the subject of an adoption, special guardianship or child arrangements or child arrangements order, or because they have been adopted from state care outside of England and Wales.

.

Possible questions to ask - further questions can be found at appendix K

Have they had an annual report from the Designated teacher?

How many LAC in school?

Which year groups?

Have Personal Education Plans (PEPs) been completed in a timely manner?

How much PP+ money has been received to support the LAC?

What has the PP+ money been spent on?

Has PP+ spend been effective/is it having an impact on outcomes?

What is the attainment and progress being made for LAC?

What SEND needs have been identified for the LAC pupils?

Have any LAC pupils been excluded?

Where do LAC pupils progress onto having left the school?

What training has been accessed by staff to support LAC in school?

Do the whole staff work in a trauma and attachment informed way – how can you demonstrate this?

How would you describe the partnership working between all the key adults involved in the LACs life?

How is the wishes and feelings (pupil voice) recorded? What is now different for LAC as a result of their voice being heard?

Meetings, Quorums and Committees

Local Governing Body meetings – what to expect

Local Governing Bodies must meet three times a year (once per term) but some meet six times a year on a half-termly basis. Each meeting will have an agenda and associated papers which you will receive at least seven days before the meeting.

Standard items are likely to include a report from the Headteacher, updates from the main committees, items from DDAT, the Local Authority or Department for Education and issues raised by any correspondence received by the Chair of Governors. Your academy will have a protocol for putting forward agenda items to avoid issues being raised at the last minute under "any other business".

For binding decisions to be made, the Local Governing Body meeting must be quorate.

Quorums

Decisions cannot be taken at a meeting unless a minimum number (quorum) of Governors is present.

Observers are not included when quorums are calculated, although they appear on the Governors' register.

Quorate Meetings

The quorum for a meeting of the full governing body is one half of the membership of the governing body, **excluding** any vacancies (rounded up to the nearest whole number). This also excludes any associate members, as they aren't considered members of the governing body.

Inquorate Meetings

Meetings that are not quorate can still go ahead but they will be deemed to be discussion meetings only. No decisions can be made when a meeting is not quorate, only recommendations. These recommendations will then be ratified at the next quorate meeting of the Local Governing Body. If there is any pressing business which needs to be dealt with as a matter of urgency, Governors who are not in attendance can be contacted via a conference call during the meeting and will be permitted to have a vote. If the Local Governing Body decides to take this course of action, reasonable steps must be taken to contact all serving Governors on the Local Governing Body. Where this is not possible, urgent decisions that cannot be delayed should be dealt with by the Chair or Vice-Chair, in accordance with the powers allocated to them in the Trust's Scheme of Delegation.

Committees

Some academies in DDAT have committees and some use the circle model of governance, where all matters are discussed at full governing board meetings.

If a group of Governors is delegated the responsibility for making decisions on behalf of the Local Governing Body, in compliance with the Trust's Scheme of Delegation, they are a committee. The Local Governing Body is bound by the actions agreed by a committee and must take responsibility for them.

Local Governing Bodies can, with reference to the Trust's Scheme of Delegation, also delegate responsibilities to an individual Governor or the Headteacher. The same rules apply as for committees, in terms of how the responsibilities are delegated and reviewed and how the individual reports his/her actions and decisions to the Local Governing Body.

Committee Quorums

The quorum for any meeting of a committee should not be less than 3 members and Non-Staff Governors must outnumber Staff Governors for decisions to be made. If there is equal attendance, then the Chair will have the casting vote.

Meetings that are not quorate can still go ahead but they will be deemed to be discussion meetings only. No decisions can be made when a meeting is not quorate, only recommendations. These recommendations will then be ratified at the next quorate meeting of the committee or Local Governing Body, having regard to whichever meeting takes place first.

Chairs of Committees

A Chair must be appointed annually to each committee by the Local Governing Body or they can be elected by the committee on which they serve (Staff Governors excepted).

Committee Terms of Reference

It is essential that Local Governing Bodies have the right terms of reference in place for their committees, to ensure that they have the appropriate powers to undertake relevant tasks;

Some questions to ask...

How is the Local Governing Board structured at our academy?

Which committees should I join?

Do we review the effectiveness of our committee arrangements each year?

The Roles and Responsibilities of the Local Governing Body

Local Governing Bodies are the strategic leaders of our academies and have a vital role to play in making sure every child gets the best possible education. The Local Governing Body should have a strong focus on three core strategic functions:

Ensuring clarity of vision, ethos and strategic direction

- Setting aims for the academy.
- Agreeing policies, plans and targets for improvement to match those aims.
- Monitoring and evaluating the impact of the policies.

Holding the Headteacher to account for the educational performance of the academy and its pupils, and the performance management of staff

- Supporting and challenging through asking relevant but probing questions in a supportive, honest and trusting manner.
- Recognising that the Headteacher and staff are educational professionals and challenge and support decisions accordingly
- Monitoring the impact of the policies and plans.

Overseeing the financial performance of the academy and making sure its money is well spent

- Being accountable for its own actions.
- Holding the Headteacher and staff to account for the performance of the academy.
- Accounting to the parents and others for the work of the Local Governing Body in deciding the strategic direction of the academy.

Governing in a Church School

- to ensure the guiding principles of the founding church are embedded within all aspects of school life
- to ensure the terms of the trust deed governing the school are adhered to
- to understand policies on RE, collective worship, spiritual development
- to understand the importance of the school's foundation and ethos
- to understand the purpose of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection and what it is looking at and for.

Diocese of Derby
THE CHURCH OF ENGLAND

Purpose and focus of SIAMS inspections

All Church of England dioceses and the Methodist Church use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act 2005. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the Education Act 2005.

SIAMS inspection focuses on the impact of the Church school's Christian vision on pupils and adults. This involves looking at the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all pupils to flourish. Church schools will employ a variety of strategies and styles appropriate to, and reflective of, their particular context in order to be distinctively and effectively Christian in their character and ethos. SIAMS inspectors therefore do not look for a set template of what a Church school should be like, but rather take the particular context of the school into account and base their evaluation on the outcomes rather than the process.

The Evaluation Schedule has one inspection question: how effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

This is explored through seven strands:

- Vision and Leadership
- Wisdom, Knowledge and Skills
- Character Development: Hope, Aspiration and Courageous Advocacy
- Community and Living Well Together
- Dignity and Respect
- The impact of collective worship
- The effectiveness of religious education

One overall grade is awarded reflecting the contribution of these strands to the flourishing of pupils and adults in a Church school. In addition, a standalone grade is awarded in all schools for collective worship and in voluntary aided (VA) schools and former VA schools for religious education (RE). This grade is based on teaching and learning alone.

DDAT Scheme of Delegation (appendix A)

A Scheme of Delegation operates between DDAT and its Local Governing Body's. The Scheme of Delegation is intended to allow the Local Governing Body to have responsibility for the operation of an individual academy within the overall strategic framework set by the Trust.

DDAT have agreed that the majority of their responsibilities for each of its Academies should be managed through a Local Governing Body. The Chief Executive and the Central Team will work with each LGB to continuously develop and deliver the highest standards of teaching and opportunities for learning within the distinctive Christian ethos promoted by DDAT.

DDAT recognises that establishing and developing good working relationships with each Local Governing Body is fundamental to the success of each Academy. DDAT aims to deliver its responsibilities whilst establishing a Scheme of Delegation that allows each Local Governing Body to function effectively and to play a substantial role in the development of the Academy and of the Trust.

There are a limited number of functions that have not been delegated to the Local Governing Body and the Trust must be involved in the following:

- Educational performance and progression of pupils within each academy
- The employment and development of designated key staff (i.e. Headteacher and School Business Manager)
- Funding and Financial management
- Management of key capital assets
- External reporting, mainly to the Department for Education and/or the Education Funding Agency
- Oversight of key policies and procedures required by law and
- Changes to Governance arrangements relating to the Local Governing Body.

Effective Governance

Local Governing Body's have a demanding role and evidence suggests that those that deliver it well do so by:

- understanding their strategic role – building a productive and supportive relationship with the Headteacher while holding them to account for academy performance and taking hard strategic decisions in the light of objective data;
- ensuring Governors have the necessary skills and commitment, including to challenge the academy to bring about improvement and hold leaders to account for performance;
- appointing an effective Chair to lead and manage the Local Governing Body;
- appointing a high quality Clerk to advise them on the nature of their functions and duties and ensure the Local Governing Body operates efficiently and effectively; and
- evaluating their performance regularly in the light of Ofsted expectations and other good practice and making changes as necessary to improve their effectiveness.

The National Governance Association have listed eight elements of effective governance



Academy visits

Governors need to know their academy as part of their monitoring role, as well as to ensure that accountability is robust and their vision for the academy is to be achieved. Many Governors find that visiting, particularly during the day, is a helpful way to find out more about the academy. Through pre-arranged visits that have a clear focus, Governors can see whether the academy is implementing the policies and improvement plans they have signed off and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views.

Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not academy managers and should make sure they do not interfere in the day-to-day running of the academy. Both are the role of the Headteacher. If Governors wish to spend time within a classroom, they need to be very clear why they are doing so – a Governor Visits Policy is one way in which the purpose of and boundaries around academy visits can be scoped.

Some questions to ask...

Do we meet all our statutory responsibilities?

If we do not, what are our plans to address the areas where we fall short?

Have we made sure powers and responsibilities have been properly delegated to committees or the Headteacher, and do we review these delegations each year?

Policies

The DfE Statutory policy list for schools and academies is available at https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts

DDAT Central Polices that have been approved by the Trust Body cover:

- Business Continuity policy
- Child Protection and Safeguarding policy
- Complaints policy and procedure
- Educational Visits policy
- First Aid policy
- Health and Safety policy
- Medication policy
- Whistleblowing policy

Human Resources – Please check with your school is they are their own policies are DDAT policies following conversion.

- Disciplinary procedure
- Home working policy
- Recruitment and Selection policy
- Sickness Absence procedure
- Stress Management policy

Allowances and expenses

Governors may be entitled to claim expenses under a Governors Allowances policy is in place covering the expenses governors are entitled to claim and your Clerk will give you a copy of this along with a claim form. In summary expenses are payable when costs are incurred carrying out your governance duties and should be submitted to the Chair of Governors for agreement prior to a claim being submitted for payment to the Clerk.

Some questions to ask...

Do we meet all our statutory responsibilities?

If we do not, what are our plans to address the areas where we fall short?

Do we have a planner for Policy renewal?

Who updates the Policies? Are they delegated to Senior Leaders? Is it DDAT Central Team?

Self-Review

How well am I doing as a Governor?

Once you have become well settled in your role as a Governor, here are some questions you may wish to consider:

Do I understand my duties and responsibilities? If not, do I know where can I go for support?

How well do I know the academy?

Am I accessing training opportunities?

Am I using my personal expertise and skills for the benefit of the academy?

Am I prepared to engage in discussion?

Have I personally been able to contribute to improving the academy?

Am I attending all meetings?

Am I arriving on time and well-prepared?

Have I taken part in celebratory events?

Remember to ask questions and raise issues which you believe are in the best interests of the pupils of your academy, based on your knowledge and understanding of the academy. At the same time always act in a constructive, sensitive and supportive manner.

LGB - How well are we doing?

Self-review helps governors to understand clearly how well they know the school and how effective its performance is. There are various methods for the local governing body to self-review.

Appendix M – Self-review Template (source The SchoolBus) Governing bodies are challenged to answer the questions without referring to meeting minutes, notes or papers to evaluate where gaps in knowledge may lie.

Appendix N – Ofsted cards - e*xamples of the kinds of questions inspectors **might ask you** when you meet with them. Each inspection will be different depending on how your school is performing.*

Try to link your answer and your evidence back to the specific criteria in the inspection framework

Appendix A – Member Schools

All Saints CofE Infant School	Dimple Road, Matlock, Derbyshire DE4 3HX
All Saints CofE Junior School	Hurds Hollow, Matlock, Derbyshire DE4 3LA
Arboretum Primary School	Corden Street, Derby DE23 8GP
Bakewell CofE Infant School	Bath Street, Bakewell, Derbyshire DE45 1BX
Bishop Lonsdale CofE Primary School and Nursery	St Albans Road, Derby DE22 3HH
Bishop Pursglove CE Primary School	Tideswell, Buxton, Derbyshire SK17 8NE
Bolsover CofE Junior School	Horsehead Lane, Bolsover, Chesterfield, Derbyshire S44 6XH
Christ Church CofE Primary School	Tapton View Road, Stonegravels, Chesterfield, Derbyshire S41 7JU
Darley Churchtown CofE Primary School	Church Road, Darley Dale, Matlock, Derbyshire DE4 2GL
Derby Cathedral School	Midland House, Nelson Street, Derby DE1 2SA
Firs Primary School	Raven Street, Derby DE22 3WA
Griffe Field Primary School	Grosvenor Drive, Littleover, Derby DE23 3UQ
Hardwick Primary School	Dover Street, Derby DE23 6QP
Holbrook CofE Primary School	Moorside Lane, Holbrook, Belper, Derbyshire DE56 0TW
Loscoe CofE Primary School and Nursery	Church View, Loscoe, Heanor, Derbyshire DE75 7RT
Newbold CofE Primary School	Cranborne Road, Newbold, Chesterfield, Derbyshire S41 8PF
Scargill CofE (Aided) Primary School	Beech Lane, West Hallam, Ilkeston, Derbyshire DE7 6GU
St Chad's CofE VC Nursery and Infant School	Gordon Road, Derby DE23 6WR
St George's CofE Primary School	Church Lane, New Mills, High Peak, Derbyshire SK22 4NP
St Giles CE VA Primary School	Sheepcote Road, Killamarsh, Sheffield, South Yorkshire S21 1DU
St Giles CofE Primary School	Starkholmes Road, Matlock, Derbyshire DE4 3DD
St James' CofE Junior School	Reginald Street, Derby DE23 8FQ
St Laurence CofE VA Primary School	Collingwood Road, Long Eaton, Nottingham, Nottinghamshire NG10 1DR
St Peter's CofE Aided Junior School	Thornhill Road, Littleover, Derby DE23 6FZ
St Werburgh's CE Primary School	Church Street, Spondon, Derby DE21 7LL
Turnditch CofE Primary School	Ashbourne Road, Turnditch, Belper, Derbyshire DE56 2LH
Walter Evans CofE Aided Primary School	Darley Abbey Drive, Darley Abbey, Derby DE22 1EF
William Gilbert Endowed CofE Primary School	Vicarage Lane, Duffield, Belper, Derbyshire DE56 4EB
Woodthorpe CofE Primary School	Seymour Lane, Woodthorpe, Mastin Moor, Chesterfield, Derbyshire S43 3DA

APPENDIX B – SCHEME OF DELEGATION

SCHEME OF DELEGATION

made between

DERBY DIOCESAN ACADEMY TRUST

and

THE LOCAL GOVERNING BODY OF

INSERT School

EFFECTIVE DATE: INSERT DATE

Signed on behalf of the Local Governing Body of INSERT SCHOOL

…….. Date ……..

PRINT NAME…….

Signed on behalf of Derby Diocesan Academy Trust (OR DDAT 2)

…… Date……

PRINT NAME……..

CONTENTS

1. **Definitions**
2. **Introduction**
3. **Ethos and Mission Statement**
4. **Delegated Powers and Responsibilities**
5. **Annual Review**

Schedule 1

Constitution of the Local Governing Body

Schedule 2

Functions of and Decision-making by the Local Governing Body

THIS SCHEME OF DELEGATION (the "**Scheme**") is made on INSERT DATE between:

(1) DERBY DIOCESAN ACADEMY TRUST (OR DDAT 2), a company limited by guarantee and registered in England and Wales under company number 08980079 ("DDAT"); and

(2) THE LOCAL GOVERNING BODY OF INSERT School (the "Local Governing Body" or the "LGB") constituted by this Scheme.

1. **DEFINITIONS**

In this Scheme:

"**Academy**" means INSERT SCHOOL NAME AND ADDRESS*;*

"**Articles**" means the Articles of Association of DDAT;

"**Budget**" means the annual budget set for the Academy in accordance with the Master Funding Agreement and/or the Supplemental Funding Agreement;

"**DBE**" means the Diocesan Board of Education for the Diocese of Derby;

"**Directors**" means the directors of the DDAT;

"**Head Teacher**" means the head teacher of the Academy;

"**Incumbent"** means the Incumbent or Officiating Minister of the Parish of INSERT PARISH CHURCH in the Diocese of Derby or, in the case of vacancy or unwillingness of the Incumbent to act, such person(s) as may be authorised by the [Archdeacon of Derby] to act in their stead;

"**Master Funding Agreement**" means the Master Funding Agreement entered into by DDAT and the Secretary of State for Education on 1st June 2014;

"**Operating Levels**" mean the three levels of delegated authority based on Ofsted's grading as determined by DDAT from time to time as set out in Schedule 2 of this Scheme;

"**Supplemental Funding Agreement**" means the Supplemental Funding Agreement entered into by DDAT and the Secretary of State for Education in respect of the Academy on INSERT DATE OF SFA;

"Trustees" means those trustees holding the Academy's site and providing them to DDAT for use and occupation by the Academy.

"Responsible officer" means the person who ensures that there is adequate supervision being done around audit functions

2. INTRODUCTION

2.1 As a charity and company limited by guarantee, DDAT is governed by a board of Directors who are responsible for, and oversee, the management and administration of DDAT and the academies run by DDAT. The Academy is one of the academies overseen and managed by DDAT.

2.2 The Directors are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education provided by DDAT and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.

2.3 As the Academy is a Church of England academy, designated as such, the Directors are also accountable to the DBE under the provisions of the Diocesan Boards of Education Measure 1991, and to the Trustees, to ensure that the Academy is conducted as a Church of England school.

2.4 The management of the business of the Academy shall be delegated by the Directors to the LGB, a committee of the Directors established by this Scheme, according to its Operating Level.

2.5 In addition to clause 2.4, the role of the LGB is to:

2.5.1 maintain an overview and keep the Directors properly informed of the conduct and progress of the Academy;

2.5.2 act as a critical friend to the Head Teacher and staff of the Academy;

2.5.3 be accountable to the Directors, parents and the wider community for the LGB's actions and the Academy's overall performance.

2.6 This Scheme has been put in place by the Directors from the Effective Date in accordance with the provisions of the Articles and it should be read in conjunction with those Articles as well as with:

2.6.1 the Directors' strategic plans and policies for the Academy; and

2.6.2 the Budget.

3. ETHOS AND MISSION STATEMENT

3.1 The ethos of DDAT is as follows:

[Recognising its historic foundation, the Academy will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.]

3.2 The mission statement of DDAT is as follows:

[The Trustees and the Academy aim to serve their communities by providing an education of the highest quality within the context of Christian belief and practice. They encourage an understanding of the meaning and significance of faith and promote Christian values through the experience the Academy offers to all its pupils.]

3.3 The objects of DDAT are to advance for the public benefit education in the United Kingdom by establishing, maintaining, carrying on, managing and developing academies which shall offer a broad and balanced curriculum and which shall include Church of England Schools designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and having regard to any advice issued by the DBE.

4. DELEGATED POWERS AND RESPONSIBILITIES

4.1 The constitution, membership and proceedings of the LGB shall be as set out in Schedule 1 of this Scheme.

4.2 The LGB agrees to conduct the Academy's business in accordance with the system of decision making set out in Schedule 2 of this Scheme.

4.3 DDAT and the LGB will review the LGB annually to ensure that its governors have sufficient skills and knowledge to be an effective governing body of the Academy.

4.4 The LGB will review its policies and practices on a regular basis, having regard to

recommendations made by the Directors from time to time.

4.5 The LGB shall provide such data and information regarding the business of the Academy as the Directors may reasonably require from time to time.

4.6 The LGB shall submit to and co-operate with any inspections by Ofsted, other statutory inspectors including pursuant to section 48 of the Education Act 2005 (Statutory Inspections of Anglican Schools) and the DBE and the Directors, acting reasonably.

4.7 The LGB shall work closely with and shall promptly implement any advice or recommendations made by the Directors in the event that intervention is either threatened or is carried out by the Secretary of State and the Directors expressly reserve the unfettered right to review or remove any power or responsibility conferred on the LGB under this Scheme in such circumstances.

5. ANNUAL REVIEW

5.1 This Scheme shall operate from the Effective Date in respect of the Academy.

5.2 This Scheme shall be reviewed annually by DDAT and the LGB and may be amended by agreement of both parties in writing.

SCHEDULE 1

CONSTITUTION OF THE LOCAL GOVERNING BODY

1. The first LGB shall be the governing body of the predecessor school unless it is a school at Operating Level 3, in which case, transfer of the governing body will be at the discretion of DDAT.

2. In the event that the predecessor school has an interim executive board, DDAT will appoint a committee consistent with the Articles to act as local governing body of the Academy.

3. The Directors (all or any of them) shall also be entitled to attend any meetings of the LGB. Any Director attending a meeting of the LGB shall not count towards the quorum for the purposes of the meeting and shall not be entitled to vote on any resolution being considered by the LGB unless the Academy is at Operating Level 3.

4. All persons appointed or elected to the LGB shall give a written undertaking to the Directors to uphold the objects, ethos and mission of DDAT as set out above.

5. Any governor vacancies must be notified to DDAT as soon as they arise and noted in LGB minutes.

6. Subject to the provisions of the Companies Act 2006 and in accordance with Article 136 every member of the LGB or other officer or auditor of DDAT acting in relation to the Academy shall be indemnified out of the assets of DDAT against any liability incurred by him/her in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him/her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of DDAT.

SCHEDULE 2

FUNCTIONS OF AND DECISION-MAKING BY THE LOCAL GOVERNING BODY

PART A

Scheme Overview

1. The Operating Levels are:

   Level 1 where the Academy's overall effectiveness meets Ofsted grade 1: Outstanding;

   Level 2 where the Academy's overall effectiveness meets Ofsted grade 2: Good;

   Level 3 where the Academy's overall effectiveness meets Ofsted grade 3: Requires Improvement or Ofsted grade 4: Inadequate.

2. The LGB will conduct the Academy's business at the Operating Level determined each by DDAT, acting reasonably.

3. If DDAT, acting reasonably, determines that the Academy should move to a different Operating Level:

   (a) DDAT may exercise its intervention powers to make the relevant number of appointments of governors to the LGB according to the new Operating Level;

   (b) the new Scheme Decision Levels will be in force;

   (c) any necessary adjustments will be made to its budget at the year end.

4. The functions of the LGB will be exercised in accordance with the Scheme Decision Level table at Part B below.

5. The Operating Levels within the Scheme have the following key features:

Level 1

- Governors are appointed in line with the constitution of the predecessor school unless otherwise agreed by the appointing authorities.
- The Academy will be largely autonomous with full powers delegated to the LGB, subject to the Academy remaining in the required performance category based on Ofsted grading as determined by DDAT, acting reasonably.

Level 2

- Governors are appointed in line with the constitution of the predecessor school unless otherwise agreed by the appointing authorities.
- The Academy will be largely autonomous but DDAT will retain appropriate powers in the Scheme to ensure delivery of any required school improvement measures.

Level 3

- The Directors may select all members of the LGB, other than parental and staff representatives.
- The LGB will have limited powers delegated to it in the Scheme.

PART B

Scheme Decision Levels

The LGB will conduct the Academy's business in accordance with the Decision Levels set out below.

For ease of reference, these are shown using the colour code for the Operating Level shown in Part A above.

Decisions are allocated between the decision makers. The allocation varies according to the Decision Level. The decision makers are:

DDAT

A named individual identified by the Directors ("the Directors' nominee")

The Local Governing Body

The Head Teacher

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
Central Services	1.	To determine the scope of central services to be delivered by DDAT to and on behalf of the Academy		3	1 2		DDAT to determine legal, HR and finance services
	2.	To identify additional services to be procured on behalf of the Academy		3	1 2		
	3.	To ensure centrally procured services provide value for money		3	1 2		
Budgets	4.	To determine the proportion of the overall DDAT budget to be delegated to the Academy	1 2 3				Provided that the proportion of the Budget withheld by the DDAT in respect of the Academy shall not be more

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
							than 4, 5 and 6% for Operational Levels 1, 2 and 3 respectively
	5.	To develop and propose the individual Academy budget		3	1 2		
	6.	To approve the first formal budget plan each financial year	1 2 3				
	7.	To plan and manage monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend		3		1 2	
	8.	To monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend		3	1 2		
	9.	To approve any amount to be transferred between budget headings and/or likely budget overspends		3	1 2		
	10.	To establish financial decision levels and limits	3		1 2		
	11.	To establish a charging and remissions policy for the Academy		3	1 2		
	12.	To appoint the Responsible Officer for the Academy	1 2 3				
	13.	To enter into additional contracts which exceed the agreed annual budget allocation	1 2 3				
	14.	To make payments within agreed financial limits				1 2 3	

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
	15.	To collect income due to the Academy To maintain proper financial records for the Academy To prepare accounts for the Academy To develop risk management strategies To authorise acquisition of assets To authorise disposal of assets To appoint auditors To decide how to apply Pupil Premium		3		1 2	
	16.	To monitor compliance with approved Financial Procedures To monitor use of pupil premium monies		3	1 2		
Staffing	17.	Pre-recruitment checks		3	1 2		
	18.	To appoint a Head Teacher (through a selection panel)		3	1 2		1. Directors' nominee present to advise 2. Directors' nominee votes 3. Taking account of views of LGB
	19.	To appoint a Deputy Head Teacher (through a selection panel)		3	1 2		
	20.	To appoint other teachers			1 2		

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
				3			
	21.	To appoint non-teaching staff			1 2 3		
	22.	To agree a pay policy	1 2 3				Consistency of employer is important and keep in line nationally
	23.	To exercise Pay discretions		3	1 2		
	24.	Establishing disciplinary/capability procedures		3	1 2		In accordance with current policies
	25.	Dismissal of Head Teacher/Deputy Head Teacher	2 3		1 2		1. LGB in accordance with current policies and in consultation with DDAT 2. LGB and/or DDAT in consultation with each other 3. DDAT in dialogue with LGB
	26.	Dismissal of other staff	3		1 2		In accordance with current policies
	27.	Suspension of Head Teacher	2 3		1 2		1. LGB in accordance with current policies and in consultation with DDAT 2. LGB and/or DDAT in consultation with each other 3. DDAT in dialogue with LGB
	28.	Suspension of other staff		3	1 2		In accordance with current policies
	29.	Ending of suspension of Head Teacher	2 3		1 2		1 LGB in accordance with current policies and in consultation with DDAT

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
							2. LGB and/or DDAT in consultation with each other 3. DDAT in dialogue with LGB
	30.	Ending of Suspension of other Staff		3	1 2		3. DDAT in dialogue with LGB
	31.	Determining Staff complement within agreed budget		3	1 2		
	32.	Determining dismissal payments/early retirement		3	1 2		
	33.	Conduct of Staff Appraisals Formulation of Employment Policies and Staff Handbook Management of staff disputes		3	1 2		
Curriculum	34.	Freedom to opt out of national curriculum		2	1		
	35.	To develop a curriculum policy		3	1 2		
	36.	To implement curriculum policy		3	1 2		
	37.	Responsible for standards of teaching		3		1 2	
	38.	Accountability for standards of teaching		3	1 2		
	39.	Responsibility for individual child's education		3		1 2	

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
	40.	Accountability for individual child's education.		3	1 2		
	41.	Provision of sex education – to establish and keep up to date a written policy		3	1 2		
	42.	To prohibit political indoctrination and ensuring the balanced treatment of political issues			1 2 3		
	43.	Assemble data for pupil assessment and other returns ICT Post-Inspection action plan		3	1 2		
Performance Management	44.	To ensure that an approved appraisal policy is in place		3	1 2		
	45.	To secure the statutory appraisal of : • Head Teacher/Headteacher • Other staff	3	3	1 2		For other staff 3 is directors nominee
	46.	To review annually the performance management policy	3		1 2		
Target Setting	47.	To propose targets for pupil achievement				1 2 3	
	48.	To agree targets for pupil achievement		3	1 2		
	49.	To establish a discipline policy	3		1 2		

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
	50.	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)	3		1 2		
	51.	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)	3		1 2		
	52.	Develop the Academy development/improvement plan		3	1 2		
	53.	Approve Academy development/improvement plan	1 2 3				
Admissions	54.	Setting/amending an admissions policy	3		1 2		1 & 2 LGB in consultation with DDAT provided that it does not conflict with DDAT mission statement
	55.	Admissions: application decisions	3		1 2		
	56.	If appropriate to appeal against LA directions to admit pupil(s)	3		1 2		1 & 2 LGB in dialogue with the Headteacher
Religious Education	57.	Responsibility for ensuring provision of RE	1 2 3				
Collective Worship	58.	To ensure that all pupils take part in a daily act of collective			1		

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
		worship		3	2		
Premises & Insurance	59.	Buildings insurance and public liability	3		1 2		1 and 2 LGB to ensure DDAT's minimum criteria are met
	60.	Developing Academy buildings and facilities estate long term strategy or master plan	1 2 3				
	61.	Maintaining buildings, including developing properly funded maintenance plan	3		1 2		
	62.	To institute a health and safety policy	3		1 2		
	63.	To ensure that health and safety regulations are followed	1 2 3				
	64.	Premises security Premises management		3	1 2		
	65.	To set the times of school sessions and the dates of school terms and holidays	3		1 2		.
	66.	To ensure that the school meets the statutory requirement for [380] sessions in a school year	3		1 2		
	67.	To ensure provision of free school meals to those pupils meeting the criteria			1 2 3		
	68.	To appoint the chair of the LGB	3		1 2		1 and 2 LGB decision in consultation with DDAT
	69.	To remove the chair of the LGB			1 2		1 and 2 LGB decision in consultation with DDAT; LGB to accept DDAT's

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
			3				decision where there is a safeguarding or other legal reason.
	70.	To appoint the vice-chair of the LGB	3		1 2		1 and 2 LGB decision in consultation with DDAT
	71.	To dismiss the vice-chair of the LGB	3		1 2		1 and 2 LGB decision in consultation with DDAT; LGB to accept DDAT's decision where there is a safeguarding or other legal reason.
	72.	To appoint the secretary to the LGB	3		1 2		1 and 2 LGB decision in consultation with DDAT
	73.	To dismiss the secretary to the LGB	3		1 2		1 and 2 LGB decision in consultation with DDAT; LGB to accept DDAT's decision where there is a safeguarding or other legal reason.
	74.	To determine the development needs of governors and put in place an appropriate programme		3	1 2		
	75.	To ensure delivery of services offered			1 2 3		
	76.	To develop a safeguarding policy in line with statutory requirements and best practice.	3		1 2		
	77.	To implement the governors' safeguarding policy			1 2 3		
	78.	Maintain accurate and effective and secure pupil records.			1 2 3		

			Decision Level				Notes
Function	**No**	**Tasks**	**DDAT**	**Directors Nominee**	**LGB**	**HT**	
	79.	Maintain accurate and effective and secure employee records.			1 2 3		
	80.	Comply with all Data Protection legislation and good practice.			1 2 3		
	81.	To determine, on an annual basis, those policies which will be developed by DDAT and mandatory for all DDAT Academies	1 2 3				
	82.	To review policies annually and ensure they meet statutory requirements for the Academy			1 2 3		
	83.	Complaints Procedure			1 2 3		Third stage complaint with DDAT

DDAT
Derby Diocesan Academy Trust

<insert Academy logo>

Appendix C - Constitution of Local Governing Body

1. The name of the school is xxxxxxxxxxxxxxxx

2. The school is an Academy in Derby Diocesan Academy Trust (DDAT).

3. This constitution is agreed by the Trust in Schedule 1 of the Scheme of Delegation

4. The local governing body shall consist of:-

   a. X Parent governors (minimum 2)
   b. X Staff governor
   c. X Head teacher
   d. X Trust PCC or Trust governors *(identify if Trust PCC or Trust)*
   e. X Foundation ex-officio governor
   f. X Chapter governor

5. Total number of governors is X

6. The term of office of all governors is 4 years unless stated below.
   The term of office of [category of governor] is [insert period between one and four years].delete if not applicable

7. The Trustees of the school is the Derby Diocesan Academy Trust.

8. DDAT vision and aims:
   To provide the best possible education for the pupils in their care based on the Christian principle that Every Child Matters to God.

   - Provide children with excellent educational provision
   - Rapidly improve under-performing schools
   - Develop effective school-to-school support
   - Build strong relationships and promote work with external partners
   - Raise aspirations and tackle disadvantage so that no pupil is failed by their school.

9. This Constitution of Local Governing Body comes into effect on xx/xx/xx

10. This Constitution of Local Governing Body was ratified by DDAT Board on xx/xx/xx

11. A copy of the Constitution of Local Governing Body must be supplied to every member of the local governing body (and the head teacher if not a governor) and DDAT.

To amend your constitution please submit a one-page document that outlines your current structure and proposed structure. This will be taken to the Trust Board for ratification. Jayne.hadfield@derby.gov.uk

Appendix D - New governor induction checklist

In order to be fully prepared for their duties, new governors must ensure all the necessary procedures are followed during their induction.

The first two tables need to be completed to ensure that the local governing board is fully aware of the skills and knowledge of the new governor. In this way, potential areas for training and improvement can be identified.

Following these, the checklist will be completed as the induction process progresses. Before undertaking their duties, new governors will ensure all areas of concern have been covered.

Skills and knowledge audit

Please tick as appropriate:

Skills	High level of experience	Adequate level of experience	Basic level of experience	No experience
HR				
Financial management				
Facilities management				
Curriculum				
SEND				
Data management				
Children's services				
Law				

Governor responsibilities	Extensive knowledge	Adequate knowledge	Basic level of knowledge	No knowledge
Roles and responsibilities of a governing board				
Curriculum				

SEND				
Financial management				
Data management				
Health and safety				
Safeguarding				
Pupil discipline				
School performance management				
HR in schools				
School improvement planning				
Accountability				

New governor checklist

Action	Completed (Please tick)
Preparation	
Invited by the headteacher to visit the school.	
Welcomed to the governing board by the chair	
Toured the school and met pupils and staff.	
Received an informal briefing on the school from the headteacher, including the current issues facing the school.	
Assigned a governor mentor.	
Viewed the school's website.	
Received the dates of upcoming governors' meetings.	
Received the relevant documentation	
Keeping Children Safe in Education	
The Child Protection and Safeguarding Policy	
The Behavioural Policy	
The Governance Handbook	
The school's guidelines for governors, including the code of conduct.	
The school's prospectus.	
Details and terms of reference for the governing board.	
Contact details for all the other governors.	
Contact details for the school.	
Calendar of the school's events.	
The school's newsletters.	
The School Improvement Plan.	
The latest Ofsted report and action plan.	

The latest annual report to parents.	
The Performance and Evaluation Policy	
The school's Visits Policy.	
Details of any relevant training opportunities.	
Details of the school's budget.	
A list of all the school staff, along with their responsibilities.	
A register of interests form.	
A list of all the committees, along with the relevant terms of reference.	
The Governors' Expenses Claim Policy, with the accompanying claim form.	
Understanding the processes of the governing board	
Please tick when you feel you fully understand each area:	
The current issues facing the governing board.	
The language and abbreviations of the education sector.	
The voting process of the governing board.	
The process for governors' visits to the school.	
The process for raising concerns and issues.	
The role and identity of the DSL and any deputies.	
The school's response to children who go missing from education.	

Governor's name:	Signed:	Date:
Headteacher:	Signed:	Date:

Appendix E – Using GovernorHub



https://governorhub.com/

GovernorHub is the online platform that DDAT and its academies use for the Trust Board and Local Governing Bodies.

The Clerk of the LGB will add new governors to the platform. Governors can access:

- a noticeboard
- meeting calendar
- all meeting papers
- resources
- Governor newsfeed.

Governors can access GovernorHub and all documents through the smartphone and tablet apps.

The meeting calendar can be linked to your smartphone calendar so meeting appointments are placed in there.

Complete confirmations online for the clerk to download reports:

- Code of conduct
- Declarations of interest
- Confirmation of reading *Keeping Children Safe in Education*
- Training records.

Book training through GovernorHub and download certificates for training attended. Add your own training records.

A useful help section for using GovernorHub.

Access to resources and a noticeboard that is updated by the Head of Governor Services.

Appendix F - Governance basics glossary

TERM	DEFINITION	SCHOOL TYPE
Governance roles		
Associate members	Appointed to a committee for their expertise in a particular area. They are **not** considered governors. They can serve on committees, where they have full voting rights. They can attend full governing board meetings but can't vote at them.	Maintained schools, but academies can have them too
Clerk	Employed to provide effective administration of meetings, such as circulating meeting agendas and taking minutes. Advises the governing board on governance procedures and good practice.	Both
Chair	The governor elected to lead the governing board's work, chair meetings and work closely with the headteacher.	Both
Company secretary	Employed in some academies to handle certain legal, financial and administrative tasks for the board. The most recent funding agreements don't require academies to have one.	Academies
Link governor	A member of the governing board that is appointed to monitor a specific aspect of its work.	Both
Members	Sit above the board of trustees in an academy trust, and are similar to shareholders in a business. They have certain powers including signing off the articles of association, and appointing and remove trustees.	Academies
Trustees	The people on an academy trust's board. They deliver the core functions of governance and must ensure compliance with charity law, company law, and the trust's funding agreement. Sometimes referred to as the board of directors.	Academies
Vice chair	Deputises for the chair when they're absent.	Both
School types		
Academies	Publicly-funded schools with more freedoms and autonomy than maintained schools. They don’t have to follow the national curriculum and can set their own 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 converted from being a maintained school.	
Free schools	A type of academy set up as a new school under the government's free schools programme. Often set up by parent, charitable or business groups.	

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: • **Community** The school is controlled by the local authority, with no influence from religious, charitable or business groups. The local authority is the employer and is responsible for admissions • **Voluntary aided (VA)** 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 • **Voluntary controlled (VC)** 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, but the local authority is the employer and responsible for admissions • **Foundation** 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
MAT	Multi-academy trust. A trust that oversees a number of academies, all under one legal entity.
Special schools	Cater specifically for pupils with special educational needs. Run and funded via the local authority.
Special academies	Cater specifically for pupils with special educational needs. Run by an academy trust, not the local authority.
Non-maintained special schools	Cater specifically for children with special educational needs. Run by charitable trusts on a not-for-profit basis. They are funded mostly from local authorities, who commission places for children with special educational needs in their area.
PRU	Pupil referral unit. Cater specifically for children who are excluded, sick or otherwise unable to attend mainstream school. Maintained by the local authority.
AP academy	Alternative provision academy. Cater specifically for children who are excluded, sick or otherwise unable to attend mainstream school. Run by an academy trust, not the local authority.
Independent schools	Also known as ‘private schools’ or sometimes 'public schools'. They charge fees for pupils to attend and don't follow the national curriculum. Note that academies are also independent schools for legislative purposes, but aren’t normally referred to as such.

Governance structures		
Board of trustees	The equivalent of the governing board in academy trusts. Delivers the core functions of governance and must ensure compliance with charity law, company law, and the trust's funding agreement. Sometimes referred to as the board of directors.	Academies
LGB	Local Governing Body. In MATs, the board of trustees can delegate governance functions to local governing bodies. They are technically committees of the board of trustees. Their powers vary between trusts.	Academies
Circle model of governance	When a governing board works without separate committees but delegates monitoring of specific areas of the school to certain governors.	Both
Committee	A group of governors delegated responsibilities for a specific area of the governing bodies work.	Both
IEB	Interim executive board. If a maintained school is judged ‘eligible for intervention’, then the local authority or regional schools commissioner may require an IEB to be put in place of the governing board. The IEB is a “small, focused group” that normally includes individuals “with financial skills and experience of transformational educational improvement”.	Maintained schools
Management committee	The equivalent of the governing body for pupil referral units (PRUs).	Maintained schools
Meeting procedures		
Agenda	A list of the items to be discussed at a governing body or committee meeting.	Both
AGM	Annual general meeting. Under the DfE’s model articles of association for academies, an academy trust must hold an AGM each financial year, in addition to other meetings that year. The members must attend (in person or by proxy), and trustees can attend if they wish.	Academies
Minutes	A written record of the events of a full governing body or committee meeting. Recorded by the clerk.	Both
EGM	Extraordinary general meeting. A meeting convened outside of the normal schedule, normally to discuss urgent matters that can't wait until the next scheduled meeting.	Both
Ordinary resolution	A decision that requires the agreement of a majority of the members of the trust.	Academies

Special resolution	A decision that requires the agreement of 75% of the members of the trust.	Academies
Quorum	The minimum number of governors that must be present at full governing body or committee meetings in order for official decisions to be made.	Both
Governance documents		
Academies Financial 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 trusts' funding agreements.	Academies
Articles of association	Set out the rules for the internal management, decision making and governance of academy trusts. The Department for Education has a set of model articles, and each academy trust will have a tailored version of the models for themselves.	Academies
Clerking competency framework	Non-statutory framework published by the government that sets out the required to deliver professional clerking.	Both
Code of conduct	Your governing body will have its own code of conduct that sets clear expectations about governors' role and behaviour. By agreeing to a code of conduct, there's an explicit reference point in case of any disagreement/misconduct during a governor's term of office.	Both
Competency framework for governors	Non-statutory framework published by the government that sets out the competencies needed for effective governance.	Both
Constitution of governing bodies of maintained schools	Statutory government guidance that explains the arrangements for the constitution of governing bodies of all maintained schools.	Maintained schools
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 a model funding agreement, and each academy trust will have a tailored version of the model for themselves. In **MATs**, 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. See the DfE's models for single academies and MATs.	Academies
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.	Both

Instrument of government	Document that maintained school boards must create to record the constitution of the governing board (e.g. how many of each category of governor must be on the board).	Maintained schools
Memorandum of association	Sets out the name of the academy trust and provides details of the people/organisations who wish to form the trust and become its members under the Companies Act 2006.	Academies
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 governing bodies must create one.	Both
Scheme of delegation	Created by governing bodies 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 bodies.	Both
SIP	School Improvement Plan. A document created by your governing body and the headteacher that sets out the school's priorities for improvement over the coming year(s).	Both
Standing orders	Created by governing bodies to set out the membership and procedures of a governing body or committee, where they're not already set out in terms of reference or the instrument of government/articles of association.	Both
Terms of reference	Created by governing bodies to define the purpose and remit of a governing body committee, and the arrangements for reporting to the full governing body.	Both
The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013	Non-statutory government advice to help maintained schools and pupil referral units understand their obligations and duties in relation to the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.	Maintained schools
Other key documents		
EYFS framework	Early years foundation stage framework. The statutory framework for all early years' providers. It "sets the standards that all early years' providers must meet to ensure that children learn and develop well".	Both
Keeping Children Safe in Education	Statutory guidance setting out what schools and colleges should do, and what they must comply with, in order to safeguard children.	Both
School admissions code	Statutory guidance that schools must follow when carrying out duties relating to school admissions.	Both

STPCD	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. It covers areas including pay ranges and progression, pay allowances, professional responsibilities, and working time arrangements. It's updated annually.	Maintained school, and some academies
SCR	Single central record. A record of employment and suitability checks a school has carried out on staff. The SCR should be kept up-to-date by staff in the school, while the governing board or academy trust must ensure it's being monitored. A statutory requirement for all schools.	Both
SEND code of practice	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.	Both

Staffing and HR glossary

TERM	DEFINITION
Roles in school	
CEO	Chief executive officer. Title usually given to the chief executive of a multi-academy trust (MAT). MATs must appoint a chief executive in order to comply with the Academies Financial Handbook. Some smaller MATs refer to the chief executive as 'executive headteacher'.
DPO	Data protection officer. The person in your school, or an external data protection adviser, who takes responsibility for monitoring data protection compliance.
Executive headteacher	Usually refers to the headteacher of more than one school. Can be appointed in both maintained school federations and MATs. The remit of the role varies depending on the structure of the federation or MAT.
Head of school	Title given to individuals responsible for running a school without being legally recognised as the headteacher. Often sits underneath an executive headteacher and oversees the operational aspects of school management in one school. Their remit varies between schools.

TERM	DEFINITION
HLTA	Higher level teaching assistant. HLTAs do all the things regular teaching assistants do, but usually have increased responsibility. For example, an HLTA may be asked to teach classes on their own, cover planned absences, and allow teachers time to plan and mark.
Teacher with QTS	Qualified teacher status (QTS) is a qualification for those taking up teaching posts in maintained schools and non-maintained special schools in England. Some individuals without QTS may still be employed in teaching posts.
SBM	School business manager. Usually the most senior member of support staff. Their remit varies from school to school, but they often oversee: financial management and control, administrative management for the school, procurement and contract management, strategic budget setting, premises management, health and safety, HR management, payroll and project management.
SENCO	Special educational needs co-ordinator. Determines the strategic development of special educational needs (SEN) policy and provision in the school and has day-to-day responsibility for its implementation. Mainstream schools must have a SENCO (and it's a good idea for special schools to have one too).
TA	Teaching assistants. Staff who support children with their learning activities in the classroom, and work closely with teachers to help pupils learn.
School-specific terms and conditions	
Burgundy Book	A national agreement between teacher associations (e.g. unions) and local authorities (LAs) that outlines conditions of service for teachers in most maintained schools. It includes provisions on appointment, resignation, retirement, sick pay and leave, maternity pay and leave, and other leave.
Green Book	The basic terms and conditions for employees in local government services. Most support staff in maintained schools are employed under them.
LGPS	Local Government Pension Scheme. A nationwide pension scheme for people working in local government or working for other employers participating in the scheme, including schools. Non-teaching staff in both maintained schools and academies will typically have access to the LGPS.

TERM	DEFINITION
PPA time	Planning, preparation and assessment time. Designated time for teachers to plan and prepare lessons and mark work. In schools that follow the School Teachers' Pay and Conditions Document (STPCD), PPA time must be: • Given to all teachers with timetabled teaching commitments • At least 10% of a teacher's timetabled teaching time • Allocated during timetabled teaching time • In blocks of at least 30 minutes
STPCD	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.
Teachers' pension scheme	A statutory occupational pension scheme for all teachers in both maintained schools and academies. All teachers, full-time or part time, between the ages of 18 and 75 are automatically members of the scheme unless they formally opt out.
Teachers' Standards	Set out the minimum level of practice expected of trainees and teachers (including headteachers), once they've been awarded qualified teacher status (QTS). The standards are used to assess: • All trainees working towards QTS and those completing their statutory induction period • The performance of teachers in maintained schools and non-maintained special schools, and academies if they want • Cases of serious misconduct
Employment law	
Continuous employment/service	When an employee has worked for one employer without a break (not including certain types of leave e.g. maternity, sickness or parental leave). The length of an individual's continuous service may affect their entitlement to certain employment rights.
Equality Act 2010	Law that covers all the types of discrimination that are unlawful. It replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
Fixed-term/temporary contract	Contracts that last for a specified time, or will end when a specific task or event has been completed. The term 'fixed-term' is usually used interchangeably with 'temporary'.

TERM	DEFINITION
Maternity leave	All employed new and expectant mothers qualify for up to 52 weeks of statutory maternity leave, which is made up of ordinary maternity leave (the first 26 weeks), and additional maternity leave (the last 26 weeks). Statutory maternity pay is paid for up to 39 weeks. For employees who qualify, the employer pays 90% of the average weekly earnings for the first 6 weeks, then up to £151.20 for the remaining 33 weeks. (This is the statutory minimum. Employees' contracts may include more generous terms).
Notice period	There are two types of notice period: statutory and contractual. Statutory notice is the minimum legal notice that can be given before an employee leaves their job, while contractual notice is the amount of notice that the employer can set out in the terms and conditions of employment, which can be longer.
Paternity leave	Employees may be eligible for statutory paternity leave and pay of either 1 or 2 consecutive weeks' leave, and up to £151.20 per week in pay.
Parental leave	Time off work for an employee to look after a child's welfare. It's unpaid, and is available for each child up to their 18th birthday. Employees need to request leave giving at least 21 days' notice, and employers may ask for this notice to be in writing. (It's different to shared parental leave, described below.)
Shared parental leave	Designed to give parents more flexibility in how to look after their child in the first year following birth or adoption. Parents can share leave between them, and can decide to be off work at the same time or take it in turns to have time off.
Sick pay	The amount an employee is entitled to receive if they are too ill to work. All employees in the UK are entitled to statutory sick pay, paid by the employer for up to 28 weeks. Sick pay entitlement for school staff varies depending on the type of school.
TUPE	Transfer of Undertakings (Protection of Employment) Regulations 2006. Regulations designed to protect employees against unfair treatment as a result of a transfer of employment, for example, when a school converts from a maintained school to an academy.
Whistle-blowing	Where an employee reports certain types of wrongdoing, usually something they've seen at work. The wrongdoing must be against the public interest, and the whistle-blower is protected by law. All schools should have appropriate procedures in place for whistle-blowing.

Appendix G - Acronyms

Acronym	Long form	Description
School information		
APS	Alternative provision school	Provision of education for pupils who do not attend mainstream schools for a number of complex reasons such as exclusion, behavioural issues or refusal to attend.
EAL	English as an additional language	A term used to identify pupils for whom English is not the primary language spoken in their home.
ECM	Every Child Matters	A green paper which identified five outcomes that are most important to children: be healthy, stay safe, enjoy and achieve, make a positive contribution.
EHE	Elective home education	Refers to pupils who are removed from the school register to be educated at home.
ESW	Education social worker	An external professional who provides support to parents, pupils and school staff to identify needs that act as barriers to learning and signpost them to additional services.
EWO	Education welfare officer	An external professional who supports pupils and their families with attendance issues.
EYDP	Early years development plan	An action plan for improvement and development in the early years foundation stage.
EYFS	Early years foundation stage	Educational provision from birth to five years old. Includes a set of standards for the learning, development and care of children from birth to five years.
EYFSP	Early years foundation stage profile	A statutory development attainment summary for every pupil within the early years foundation stage. Completed at the end of Reception.
FE	Further education	FE refers to additional education beyond what has been received at a secondary school, also referred to as post-16 education.
FSM	Free school meals	Families can apply for their child to receive a free lunchtime meal if they are in receipt of any one of several income-related support payments.
GIAS	Get information about schools	A statutory on-line register for schools to upload information to, includes information about governors such as names of governors and schools where they govern.

Source: The SchoolBus Last updated: 6 December 2018

H&S	Health and safety	Relates to all matters regarding the health and safety of pupils, staff, volunteers and visitors to school.
HE	Higher education	An optional final stage of formal education that occurs after the completion of secondary education.
HSA	Home school agreement	A statement explaining the school's aims and values, its responsibilities towards its pupils, the responsibilities of pupils' parents and what is expected of pupils.
ICT	Information and communication technology	Information sharing and communication equipment available to pupils and staff.
INSET	In-service education and training	Training for teachers and school staff held during term time.
KS	Key stage	Relates to a period of time in a pupil's education in the state sector and sets out the educational knowledge expected during each stage. KS1 – Years 1 and 2 (Primary) KS2 – Years 3, 4, 5 and 6 (Primary) KS3 – Years 7, 8 and 9 (Secondary) KS4 – Years 10 and 11 (Secondary)
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act (2010) who identify as a lesbian, gay, bisexual or transgender.
MER	Monitoring, evaluation and review	A process of measuring and assessing a programme of activities and the results to identify impact and determine whether any changes are required.
PAN	Published admission number	The maximum number of pupils that the admissions authority will admit to each year group in a school.
PPA	Planning, preparation and assessment	The statutory provision of non-teaching time allocated to teachers to plan and prepare their teaching and undertake pupil assessment.
PRP	Performance related pay	The term given to pay progression based on an employee's performance and meeting set targets.
PRU	Pupil referral unit	An education establishment for pupils who do not attend mainstream schools for a number of complex reasons such as exclusion, behavioural issues or refusal to attend.
PTA	Parent teacher association	A charitable group, separate to the management of the school, set up by parents who organise events to raise additional funds to benefit pupils' learning and enrichment.
PTR	Pupil teacher ratio	The legal number of adults needed to look after a group of pupils, dependent on the age of the pupils.

Source: The SchoolBus Last updated: 6 December 2018

RAP	Rapid action plan	A short-term plan intended to support rapid and sustainable school improvement.
QT	Qualified teacher	The term given to a person who has achieved the required qualifications to teach.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
SDP	School development plan	The school's strategic plan for development which includes identified priorities, actions, resources needed and the outcomes and impact it intends to achieve.
SEF	School evaluation form	A recommended but non-statutory self-review process used to inform the SDP.
SIMS	School information management system	An information system which stores all information relating to pupils.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
UIFSM	Universal infant free school meals	The provision of a free lunchtime meal for all pupils in Reception, Year 1 and Year 2.
ULN	Unique learner number	A reference number which is used to access the personal learning record for any pupil over the age of 13 who is accessing education or training.
UPN	Unique pupil number	A number allocated to identify individual pupils within all state-funded schools.
URN	Unique reference number	A unique identification number given to all schools.
VA	Voluntary aided	A state funded school in which a foundation or trust contribute to the building costs and may own the school land or buildings. The foundation or trust has a substantial influence on the governance of the school. The governing body is the employer and sets the admission criteria. Usually, but not always, the foundation or trust is a religious organisation.
VC	Voluntarily controlled	A state funded school in which a foundation or trust may own the school land or buildings. Representatives from the foundation or trust are appointed to the governing body. Usually, but not always, the foundation or trust is a religious organisation. The LA – or in the case of an academy, the trust – employs the staff and determines the admissions criteria.
Teaching and learning		
D&T	Design and technology	A core, practical national curriculum subject designed to develop pupils' creativity, technical and problem-solving skills.

Source: The SchoolBus Last updated: 6 December 2018

EBACC	English baccalaureate	A set of core subjects to be taught at secondary school as part of the GCSE curriculum. Includes: English language and literature, maths, chemistry, physics and biology, geography or history and a language.
FBV	Fundamental British values	A set of values which must be taught in all British schools. The values are: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs and for those without faith.
MA&T	More-able and talented	Pupils identified as demonstrating consistently high performance in specific academic, creative, sporting, artistic or leadership areas.
MFL	Modern foreign languages	Relates to the teaching of languages within the national curriculum framework which are spoken in the modern world.
NC	National curriculum	**[Maintained schools]** The statutory programme of study and attainment targets for all subjects for all four key stages in maintained schools. **[Academies]** Academy schools may choose to follow the national curriculum but are not required to.
PE	Physical education	A core statutory national curriculum subject which provides pupils the opportunity to participate in physical exercise and competitive sports.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights and responsibilities and relationships.
RE	Religious education	The statutory teaching of religions and their individual and varied aspects, including: beliefs, doctrines, rituals, customs, rites and personal roles. A statutory teaching requirement but parents are permitted to withdraw their child for all or part of the lesson. Faith schools and academies are able to set their own RE syllabus.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SMSC	Spiritual, moral, social and cultural	The non-statutory teaching of spiritual, moral, social and cultural issues to pupils.
STEM	Science, technology, engineering and mathematics	The teaching of science, technology, engineering and mathematics as an inter-disciplinary approach.
UCAS	University and colleges admissions service	**[Secondary schools]** An organisation whose main role is to operate the application process for universities.
School data and national tests		
AfL	Assessment for learning	An assessment approach used by teaching staff to engage with pupils to assess their stage of learning, identify any gaps in learning and establish the next steps.

Source: The SchoolBus Last updated: 6 December 2018

ASP	Analyse school performance	A summary of individual school's pupil performance data provided by the DfE. Progress measures are reported to enable schools to compare their performance against national averages.
AT	Attainment target	A target given to individual pupils usually linked to the end of a key stage to identify their age-related attainment score.
EXS	Expected standard	The attainment standard which pupils are expected to meet at each assessment point during the academic year.
GCSE	General Certificate of Secondary Education	**[Secondary schools]** National academic qualifications spanning a range of subjects, typically achieved at the end of secondary education.
GDS	Greater depth standard	The age-related attainment standard given to pupils who are working beyond their age-related expected standard.
GLD	Good level of development	The expected standard for pupils in the prime areas of development at the end of the early years foundation stage of their education.
IDSR	Inspection data summary report	A report produced by Ofsted from the Department for Education's performance data for each school. This data, which is available to schools, is used by inspectors during an inspection and includes historic data for the school to evidence performance improvement or decline.
KPI	Key performance indicator	A quantifiable measure used to evaluate success in meeting objectives for performance.
SATs	Standard assessment tests	National statutory assessment tests which pupils take at the end of key stage 1 and key stage 2 in maths, reading and SPaG (spelling, punctuation and grammar).
SPaG	Spelling, punctuation and grammar	A national standard assessment test focussing on spelling, punctuation and grammar taken by pupils at the end of both key stage 1 and key stage 2.
STA	Standards and testing agency	The organisation responsible for developing and delivering the national statutory assessment tests (SATs).
Safeguarding and child protection		
CAMHS	Child and adolescent mental health services	A service provided by the NHS to assess and provide treatment for pupils experiencing mental health issues.
CP	Child protection	The protection of children from violence, exploitation, physical and sexual abuse and neglect.
CME	Children missing education	Refers to any school-aged pupil who is not registered with a school or formal education provider e.g. elected home education or has been absent from education provision for four weeks.
CSE	Child sexual exploitation	Refers to the abusive exploitation of children within familial or non-familial relationships.

Source: The SchoolBus Last updated: 6 December 2018

DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DDSL	Deputy designated safeguarding lead	A member of staff who deputises in the absence of the designated safeguarding lead.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
FGM	Female genital mutilation	The illegal ritual of cutting or removing some or all of the external female genitalia.
KCSiE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LAC	Looked after children	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
MARF	Multi-agency referral form	The form completed by schools when referring a pupil to social care.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors and volunteers who attend the school in a non-visitor capacity.
Special educational needs and disability and additional learning needs		
ADHD	Attention deficit hyperactivity disorder	A condition characterised by difficulty in paying attention, being excessively active or having difficulty controlling behaviour. Symptoms may impact on a pupil's learning and social and emotional development.
ASD	Autistic spectrum disorder	A range of similar conditions that affect social interaction, communication, interests and behaviour. Symptoms may impact on a pupil's learning and social and emotional development.
CAF	Common assessment framework	A standardised assessment used by all children's services to identify additional needs that pupils and their families may have. Outcomes of the assessment are used to promote a coordinated multi-agency support response.
EBD	Emotional and behavioural difficulties	A term referring to the behavioural or emotional responses of a pupil which are different from the expected norm of a child of that age and which adversely affect the pupil's access to education.
EHCP	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.

Source: The SchoolBus Last updated: 6 December 2018

EP	Educational psychologist	An EP will work in partnership with families and other agencies to help pupils achieve their full potential using psychology practice and theory.
IEP	Individual education plan	A plan or programme designed for individual pupils with special educational needs to plan the interventions needed to support their learning.
PEP	Personal education plan	A plan produced by the LA setting out the educational needs of looked after children.
PMLD	Profound and multiple learning difficulties	Where a pupil has more than one disability, the most significant being a profound learning disability that impacts on their progress and attainment or behaviour and their social and emotional development.
PSP	Pastoral support plan	A school-based plan to support a pupil's social, emotional and behavioural skills or to offer nurture support in the event of a significant life event or during difficult family circumstances.
SEMH	Social, emotional and mental health	An overarching term for pupils who experience difficulties with regulating their emotional responses and/or social interaction or who are experiencing mental health challenges.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
Finance and resource management		
AFH	Academies financial handbook	**[Academies]** Statutory guidance for academy trusts which sets out the financial reporting requirements for trusts – also includes financial management and control guidance.
AFO	Area finance officer	**[Maintained schools]** A member of staff employed by the local authority who provides financial planning, audit and management support to schools.
AWPU	Age-weighted pupil unit	A rate set by LAs when allocating pre-16 funding entitlement to schools.
CFR	Consistent financial reporting	A framework to collect information about income and expenditure by financial years.
CIF	Condition improvement fund	**[Academies]** An annual bidding round for eligible academies and sixth-form colleges to apply for capital funding from the Department of Education capital funds budget to support school building improvement work.

Source: The SchoolBus Last updated: 6 December 2018

ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FMS	Financial management system	Software used by schools to manage and maintain oversight of income, expenses and assets.
GAG	General annual grant	**[Academies]** Annual funding allocated to academies for the provision of education.
PAYE	Pay as you earn	A tax collection system process between the employee, the employer and HM Revenue and Customs.
PE&SFG	PE and sports funding grant	**[Primary schools]** Additional funding allocated to primary schools to improve the provision of physical education, access to sports and promotion of a healthy lifestyle.
PPG	Pupil premium grant	Additional funding for schools which is allocated to fund additional support for disadvantaged pupils of all abilities and to close attainment gaps between them and their peers.
SFVS	School financial value standard	**[Maintained schools]** A self-evaluation audit required by the LA to help schools manage their finances and to review financial management systems and processes.
VAT	Value added tax	A tax applied to the purchase of goods or services**.**
Staffing and pay		
AHT	Assistant headteacher	A member of the senior leadership team who provides support to the headteacher in the management of the school.
CEO	Chief executive officer	**[Academies]** The most senior member of the executive leadership team, responsible for the day-to-day management of an organisation.
COO	Chief operating officer	**[Academies]** A senior member of the executive leadership team responsible for the operational and administrative management of an organisation.
CPD	Continuing professional development	The skills, knowledge and experience that staff and volunteers gain both formally and informally to support them in their role and develop in a professional capacity.
DHT	Deputy headteacher	A member of the senior leadership team who supports the headteacher in the strategic development and day-to-day management of the school. Will deputise in the absence of the headteacher.
EHT	Executive headteacher	The strategic leader of a group, federation or collaboration of schools.

Source: The SchoolBus Last updated: 6 December 2018

FSW	Family support worker	A member of staff employed either by the school or accessed through an external organisation to provide practical and emotional support to families experiencing short or long-term difficulties.
FTE	Full time equivalent	The number of hours worked by an employee on a full-time basis.
HLTA	Higher level teaching assistant	A member of staff who performs all the normal duties of a teaching assistant but with an increased level of responsibility, or who possesses specialised knowledge or experience.
HoD	Head of department	A member of staff who has leadership responsibility for the practice and performance in a specific subject department or key stage.
HT	Headteacher	The lead teacher in a school with ultimate responsibility for the standards of the school and day-to-day management of staff. Responsible for implementing the school vision, values and development plan. In an academy may be referred to as the 'principal'.
HTPM	Headteacher performance management	The performance management process of the headteacher undertaken by an appointed panel of the governing body.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
LSA	Learning support advisor	Someone who works closely with teachers and may have responsibility for delivering learning and providing support to individual or groups of children. May be employed by the school or accessed via an external organisation.
LSW	Learning support worker	An employee of the school who works under the direction of the class teacher to deliver learning and provide support to individual or groups of pupils.
MPR/MPS	Main pay range or main pay scale	**[Maintained schools]** The statutory pay range for teaching staff.
NPQH	National professional qualification for headship	A non-statutory qualification which supports the professional development of serving and aspiring headteachers.
NPQSL	National professional qualification for senior leaders	A non-statutory qualification which supports the professional development of serving and aspiring senior leaders.
NQT	Newly qualified teacher	Teachers who have gained qualified teacher status but have not yet completed the required 12-month induction period.
PIP	Performance improvement plan	A support and development plan implemented to help staff members achieve their potential and improve their practice.
PM	Performance management	A formal process implemented to plan and monitor the actions required to secure and sustain performance or improve employees' performance.

Source: The SchoolBus Last updated: 6 December 2018

SBM	School business manager	A senior member of staff responsible for managing non-teaching aspects of the school.
STPCD	School teachers' pay and conditions document	**[Maintained schools]** Statutory guidance for the pay and conditions for teachers in England and Wales.
TA	Teaching assistant	A non-teaching member of staff employed to support pupils within the classroom environment or to facilitate interventions for individual or groups of pupils.
TLR	Teaching and learning responsibility	An additional payment for teachers who take on an extra responsibility in school linked to the provision of teaching and pupils' learning.
UPR/UPS	Upper pay range/Upper pay scale	The incremental pay range open to experienced teachers to apply for when they have successfully reached the top of the main pay scale for teachers.
Governance		
AoA	Articles of association	**[Academies]** A statutory document that sets out the role and responsibilities of trustees, how the trustees must conduct the business and administration of the trust and governance requirements.
CoG	Chair of governors	The person responsible for chairing and leadership of the governing body.
CtG	Clerk to Governors	The professional and legal advisor to governing bodies.
IEB	Interim executive board	**[Maintained schools]** An interim executive board can be put in place if the local authority or regional school's commissioner has concerns about a school's governance. A request to implement an IEB has to be submitted to the Secretary of State for education.
LGB	Local governing body	**[Maintained school]** The governing body of a maintained school responsible for ensuring compliance with statutory responsibilities and oversight of the school's strategic plan. **[Academies]** In an academy, an LGB may be constituted by the board of trustees and can only operate within the delegated powers assigned by the board of trustees.
MAT	Multi academy trust	**[Academies]** A trust established to undertake strategic collaboration and provide education across a number of schools.
SAT	Single academy trust	**[Academies]** A trust established to undertake strategic collaboration and provide education within a single school.
ToR	Terms of reference	A document that outlines the structure and purpose of the governing board or its appointed panels or committees.
External agencies and inspection		
ASCL	Association of school and college leaders	A professional, representative organisation for school leaders.

Source: The SchoolBus Last updated: 6 December 2018

DfE	Department for Education	The national government body with responsibility for children's' services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
HMCI	Her Majesty's Chief Inspector	The person appointed to have statutory responsibility for the inspection and regulatory work of Ofsted and its management. Responsible to Parliament.
HMI	Her Majesty's Inspector	Individuals appointed to undertake the inspection of education settings under the Ofsted inspection framework.
HSE	Health and safety executive	The government agency responsible for the regulation and enforcement of workplace health, safety and welfare.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LGA	Local government association	An organisation that comprises all local authorities and seeks to promote improved local government.
NAHT	National association of headteachers	A trade union and professional membership association representing headteachers in all schools.
NASEN	National association of special educational needs	A national organisation which aims to promote equality and fair access in the education, training and development of pupils with additional needs.
NGA	National governance association	A membership organisation representing school governors and trustees throughout England.
Ofsted	Office for standards in education	An independent inspection and regulatory body responsible for inspecting services that provide education or care to young people. Required to report directly to Parliament.
Data protection		
DPA	Data Protection Act	Legislative provision for the protection of personal data.
DPO	Data protection officer	The appointed person with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
FOI	Freedom of information	Legislative provision providing the right to public access to information held by public authorities, either by publication or by request.
GDPR	General data protection regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
ICO	Information commissioner's office	An independent regulatory body responsible for upholding information rights.

Source: The SchoolBus Last updated: 6 December 2018

SAR	Subject access request	A request made by an individual to access the personal data which may be held about them.

Local acronyms

[Use the table below to record any acronyms used locally or that are specific to the school you govern in.]

Acronym	Longform	Description

Appendix H - Safeguarding governor role descriptor

The governing board is responsible for ensuring that the school's safeguarding policies, procedures and training are always effective and comply with the law.

'Keeping children safe in education' (KCSIE) states that the governing board must ensure that there is someone at senior board level (or equivalent) who takes leadership responsibility for the school's safeguarding arrangements. This responsibility is often delegated to the safeguarding link governor. This governor should have relevant and up-to-date knowledge and experience of safeguarding in schools or have access to the appropriate training to enable them to fulfil the role.

The safeguarding governor should develop and maintain an awareness of safeguarding policies and processes in the school on behalf of the governing board, ensure that the school develops and maintains a culture of 'it could happen here', and be certain that all staff understand their responsibilities relating to safeguarding pupils and reporting concerns.

The governor responsible for safeguarding acts as the link between the governing board, headteacher and DSL, reporting back to the board on their monitoring activities and the school's compliance with KCSIE.

The safeguarding link governor should use the Safeguarding Link Governor and Trustee Monitoring Visit Template to record their monitoring visits and demonstrate the impact of the board's monitoring of safeguarding. The template includes key questions to ask during visits to the school across the academic year. The link governor does not need to ask all of the suggested questions in one visit – it would be too onerous for staff and the link governor and would prevent time being spent focussing on key areas. The link governor should choose the questions that connect to priority areas and the focus of each visit.

This template provides guidance on the responsibilities that may be delegated to the safeguarding link governor by the governing board.

Source: The SchoolBus
Last updated: 7 August 2020

Main responsibilities
General
Maintain strategic oversight to ensure that appropriate systems and procedures are in place to cover all aspects of safeguarding responsibilities and requirements and that all statutory responsibilities are met.
Champion safeguarding and child protection issues within the school.
Ensure all other members of the governing board develop their understanding of the board's child protection and safeguarding responsibilities.
Maintain an awareness and understanding of the most up-to-date versions of 'Keeping children safe in education' (KCSIE) and 'Working Together to Safeguard Children'.
Monitor how the school contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'.
Maintain an up-to-date knowledge of local and national developments in safeguarding provision and compliance requirements, including details of the local safeguarding partner arrangements.
Ensure that the school has appointed a DSL who is a member of the SLT.
Ensure the DSL receives the appropriate training to provide them with the knowledge and skills required to carry out the role, including Prevent awareness training. This training should be updated at least every two years.
Ensure that there is an up-to-date job description in place for the DSL and, if appointed, the deputy DSL.
Make certain that the deputy DSL is trained to the same standards as the DSL.
Ensure the DSL and deputy DSL are trained to recognise the additional risks that children with SEND face online.
Ensure all staff and governors have received the most up-to-date KCSIE guidance, that they have all read the parts relevant to their role and understand their responsibilities for safeguarding within their roles.
Keep up-to-date with the **Child Protection and Safeguarding Policy** and how this is evaluated to ensure compliance with KCSIE.
Keep up-to-date with associated safeguarding policies and procedures and ensure reviews take place as per the review schedule.
Ensure that all school policies are consistent with the aims of the **Child Protection and Safeguarding Policy** in both theory and practice.
Ensure that there is a scheme of delegation in place for all policies that relate to the safeguarding of children and that this clearly records who is responsible for reviewing each policy, when policies are due for renewal and how this will be communicated to the governing board.
Ensure that the school publishes clear details about safeguarding policy and procedures, e.g. on the school website.
Ensure that, as a minimum, an annual safeguarding audit has been undertaken, and review and monitor the outcomes and actions taken following this audit.
Invite the DSL to report to governors following completion of the safeguarding audit to identify any actions required and advise on the next steps.

Source: The SchoolBus
Last updated: 7 August 2020

Liaise with the clerk to governors to ensure that safeguarding is a standing agenda item for every governing board meeting.
Ensure sufficient and appropriate resources are available for the implementation of the **Child Protection and Safeguarding Policy** and monitor the use of those resources in partnership with the **finance and resources committee**.
Ensure that all recruitment of staff and volunteers is undertaken in line with safer recruitment processes and that at least one person conducting an interview has safer recruitment training.
Ensure that recruitment procedures include a process for obtaining references prior to any interview and that all references are vetted.
Ensure that an enhanced DBS check is carried out for all members of the governing board, including a section 128 check **[A section 128 check is a requirement for academy trustees and is strongly recommended for governors of maintained schools]**.
[New] [Academy trusts] Ensure a suitability check is carried out on the chair of trustees when they are appointed.
Ensure that appropriate safeguarding training for all staff, volunteers and governors is undertaken on an annual basis and that this training complies with the law and statutory guidance, including: • Peer-on-peer abuse. • Sexual violence and harassment. • **[New]** Child sexual exploitation (CSE) • **[New]** Child criminal exploitation (CCE) • Honour-based abuse. • **[Updated]** Understanding the additional vulnerabilities of certain pupils, including: - Pupils with SEND. - Children who need a social worker. - Pupils who require mental health support. - LAC and previously LAC.
Ensure that there is a clear process in place for staff, governors and volunteers to receive safeguarding training, when joining the school part way through the academic year.
Ensure that all staff, volunteers and governors receive safeguarding information and training as part of their induction, to include the **Child Protection and Safeguarding Policy**, **Staff Code of Conduct**, **Behavioural Policy**, the process for responding when children go missing from education and the identity of the DSL and deputy DSL.
Ensure that all staff have an understanding of how to keep LAC and previously LAC safe.
Monitoring
Monitor the implementation of the policy and procedures for safeguarding and discuss with the DSL the outcomes of the school's monitoring and evaluation of the provision.
Ensure that all members of the school staff have access to a copy of all safeguarding policies and procedures and return a signed declaration of their understanding of these policies and procedures.
Visit the school on a **termly** basis to observe safeguarding policy and practice in action.
Ensure that, as a minimum, the governing board receives an annual report from the DSL on the implementation of the school's safeguarding policies and procedures.
Ensure that the annual report from the DSL to the full governing board includes:

• The number of safeguarding referrals made and the nature of each referral. • The number of safeguarding referrals deemed not to meet the threshold for intervention. • The number of early help referrals made and the nature of each referral. • The number of LAC and previously LAC and the arrangements in place to safeguard these pupils. • **[New]** The number of pupils with SEND and the arrangements in place to safeguard these pupils. • **[New]** The number of children who need a social worker and the arrangements in place to safeguard these pupils. • **[New]** The number of pupils who require mental health support and the arrangements in place to safeguard these pupils. • An update on progress towards meeting the actions in the DSL's safeguarding action plan or annual audit. • Safeguarding provisions within the curriculum. • The outcome of any pupil voice activities and how this has influenced policies, processes or procedures. • An update on policies and procedures related to safeguarding. • Training and induction arrangements for all staff. • An update of the number of pupils accessing alternative provision and how the safeguarding arrangements for each setting is assessed. • The number of pupils known to be missing education and confirmation that the LA has been informed of each. • Information on the spend and impact of the safeguarding budget. • An update on the internal processes for monitoring safeguarding practice, including monitoring of the SCR. • **[Updated]** The number of allegations made against staff members (including supply staff and volunteers). • The number of peer-on-peer allegations made. • Any further relevant issues.
Monitor the school's risk assessment procedures to ensure that safeguarding risks are appropriately identified and all risks to pupils are addressed, e.g. radicalisation and CCE.
Meet the DSL, as agreed, to fulfil the governor monitoring plan and undertake agreed monitoring linked to safeguarding policies and provision as well as writing a report to share with other governors.
Monitor processes and procedures to ensure the school provides a safe environment by having regard to school security and conducting appropriate security checks on all staff and volunteers, including a check to confirm their identities.
Monitor the deployment of resources and how these are used to safeguard all pupils.
Liaise with the **teaching and learning committee** to ensure that the curriculum includes opportunities for the teaching of online safety.
Oversee school policy to ensure the DSL takes the lead on early help support for pupils.
Monitor the provision of staff safeguarding training across the school.
Monitor the training provided to ensure that all staff are aware of the indicators of possible abuse, including peer-on-peer abuse and sexual violence and harassment.

Ensure the DSL is trained to recognise the additional risks that pupils with SEND face online (e.g. from online bullying, grooming and radicalisation) and are confident they have the capability to support pupils with SEND to stay safe online.
Monitor the procedure for monitoring the safety of pupils placed with an alternative provider.
Monitor the procedures in place for homestay exchanges.
[Secondary schools] Ensure that all pupils undertaking work experience are placed in organisations where there are adequate safeguarding policies and procedures in place.
Monitor the procedures in place for dealing with allegations of abuse made against staff and volunteers.
Communication
Ensure the school communicates a culture of 'it could happen here'.
Ensure that a robust system is implemented to make certain all staff keep accurate records of all safeguarding activity.
Monitor the school's engagement with pupils, staff and visitors and provision of safeguarding information.
Ensure all staff are made aware of their responsibilities to safeguard pupils.
Ensure the school has clear lines of communication and works in partnership with parents and any relevant external agencies.
[Updated] Monitor any processes used to make sure all relevant parties have up-to-date information about pupils – this will require procedures for the effective and regular sharing of information across departments and with external agencies and also procedures for staff withholding information when necessary.
Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils and their families is secured.
Ensure that an **annual** pupil conference or survey is undertaken to investigate how safe pupils feel at school.
Communicate with the DSL to ensure they participate in all relevant child protection and safeguarding meetings, gather the information ready for the meeting and follow up on the action plan after the meeting.

Appendix I - SEND governor role descriptor

The governing board is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility.

The 'SEND code of practice: 0 to 25 years' 2015 states that the governing board must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate sub-committee.

The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the governing board, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

The governor responsible for SEND provision acts as the link between the governing board, headteacher and SENCO, reporting back to the governing board on monitoring and compliance with the 'SEND code of practice: 0 to 25 years' agreed areas.

Main responsibilities
General
Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years' and the Children and Families Act 2014.
Maintain an up-to-date knowledge of local and national developments in SEND provision.
Ensure that the school's SEND action plan is linked to the SDP.
Ensure that the school has designated the role of SENCO to a qualified teacher.
Ensure that the SENCO achieves the National Award in Special Educational Needs Coordination within three years of appointment.
Be certain that the SENCO ensures that all staff clearly understand their duties and responsibilities to pupils with SEND, including their mental health needs.
Ensure that SEND provision is linked to the SDP.
Make certain the governing board ratifies the school's SEND information report on an annual basis.
Keep up-to-date with the SEND Policy and how this is evaluated.
Keep up-to-date with associated policies and ensure reviews take place as per the review schedule.
Ensure that all school policies are consistent with the aims of the SEND Policy in both theory and practice.
Ensure the school's Behavioural Policy includes provision for pupils with SEND and supports them to successfully meet the school's behaviour expectations.
Ensure the school and governing board are compliant with their responsibilities under the Equality Act 2010.

Source: The SchoolBus
Last updated: 19 December 2018

Understand how the school ensures staff are alerted to mental health issues potentially underpinning pupil behaviour and that some mental health issues will meet the definition of a disability.
Support governors who sit on governor exclusion panels to be adequately trained and confident to question whether the proposed exclusion of pupils with SEND is as a last resort and that underlying causes of disruptive behaviour have been explored fully and a resolution sought.
Ensure of sufficient and appropriate resources are available for the implementation of the SEND policy and monitor the use of those resources in partnership with the finance and resources committee.
Liaise with the premises governor, headteacher and finance and resources committee, to ensure resources are used appropriately and that there is secure, safe access for all pupils within all areas of school.
Ensure that the school publishes clear details about the admissions arrangements for pupils with SEND.
Ensure that the SEND Policy and associated policies considers when it's appropriate to use reasonable force towards pupils with SEND or medical conditions, ensuring that risks are carefully considered.
Monitoring
Monitor the implementation of the policy and procedures for SEND and discuss with the SENCO the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND.
Visit the school on a termly basis to observe what happens both inside and outside the classroom, to monitor the inclusion of pupils with SEND in all aspects of school life.
Maintain an awareness of the profile of pupils with SEND, including those with an EHC plan in place. Make certain only anonymised information is shared to maintain pupils confidentiality.
Ensure that the SENCO provides a termly report to governors on SEND provision within the school.
The termly SEND report from the SENCO to the full governing board should include: • The number of pupils on the SEND register. • A comparison of progress and attainment data as a discrete group, compared with other pupils. • The attendance of pupils as a discrete group, compared to other pupils. • The number of fixed-term/permanent exclusions. • Pupil destinations. • An update on policy and procedures related to SEND. • Training and induction arrangements for all staff. • SEND school profile. • Information on referrals and liaison with outside agencies. • Information on the spend and impact of the SEND budget.
The named governor should be satisfied that the school's policies and procedures ensure that pupils with SEND have equal access to: • The national curriculum.

• Public examinations. • Additional interventions to support educational progress. • Careers guidance. • Additional education support. • Extra-curricular activities. • Work experience opportunities.
Meet the SENCO, as agreed, to fulfil the governor monitoring plan and undertake agreed monitoring linked to SEND provision in the SDP, as well as writing a report to share with other governors.
Maintain a good knowledge of school data relating to pupils with SEND and understand how this compares with previous data, schools of a similar demographic, and national results, as well as other groups of pupils within the school.
Monitor the deployment of resources, including the use of TAs, and how these are used to support the attainment and progress of pupils with additional learning needs.
Monitor the use of pupil premium and SEND funding and, where appropriate, how these resources are used to support pupils with mental health issues to ensure support is provided according to assessed needs.
Monitor the opportunities available to pupils with SEND to be included in decision making and identifying their own learning outcomes.
Monitor how the needs of more-able pupils are provided for and how these pupils progress.
Monitor the provision for pupils with SEND with regards to transition and preparation for adulthood.
Monitor the provision of SEND staff training across the school.
Ensure the DSL is trained to recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support pupils with SEND to stay safe online.
Communication
Ensure the school communicates a culture of high aspiration for all pupils.
Monitor the school's engagement with pupils with SEND, their families and carers.
Ensure that the school publishes the LA's Local Offer, the school's SEND Information Report, and how the SEND policy is implemented, whilst making sure that this information is reviewed and updated annually, and there is a process in place for any in-year changes to be published.
Ensure that the school publishes information about the steps taken to prevent pupils with SEND from being treated less favourably than others.
Ensure the school publishes information about the facilities provided to assist access to pupils with disabilities, including the school's accessibility plan.
Ensure the expectation is communicated to all staff that pupils with SEND are the responsibility of all staff and, therefore, they need to be aware of the SENCO, their role, and any other members of the SEND support team.
Be satisfied that personalised strategies are used for engaging pupils with SEND in class and around school.

Ensure the school has clear lines of communication, and works in partnership with parents and any relevant external agencies.
Monitor any processes used to make sure all parties have up-to-date information about pupils – this will require procedures for the effective and regular sharing of information across departments and with external agencies.
Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils with SEND is secured.
Liaise with the school's pastoral team to ensure a system is in place to support pupils with SEND and allow their 'pupil voice' to be heard.
Communicate with the SENCO to ensure they chair all MyPlan and EHC plan meetings, gather the information ready for the meeting, talk to pupils with SEND to obtain their views, and follow up on the action plan after the meeting.

SEND governor questions		
Question	**Comments**	**Action required?**
Whole school		
How is the school demonstrating it is supporting pupils with SEND and making a positive impact on their progress and attainment?		
How are school resources used to support pupils with SEND?		
How does the school identify children either joining the school or pupils already at the school who have SEND?		
How do early help procedures support the identification of unidentified SEND and any associated mental health issues?		
What training have staff had on supporting pupils with SEND and their responsibilities to them?		
What training has the DSL accessed to recognise the additional risks that pupils with SEND face online and the support they can provide.		
What percentage of pupils with SEND receive behaviour sanctions or exclusions compared to pupils without SEND?		
What reasonable adjustments are there in the Behavioural Policy to meet the needs of pupils with SEND and support them to successfully meet the school's behaviour expectations?		

How does the school work in partnership with other agencies when supporting pupils with SEND?		
How are additional resources that are available to the school for individual pupils used to raise attainment and impact on their progress?		
How does the school ensure that pupils with SEND have equal opportunity to benefit from enrichment activities, including clubs and trips?		
Are there any school-related issues that prevent pupils with SEND from achieving their full potential?		
What are the arrangements in place that have contributed to successful provision for pupils with SEND making good or better than expected progress?		
How well are pupils with SEND progressing in the school compared to pupils without SEND in the same year group?		
What additional support is in place to help specific pupils with SEND to catch up with age-related expectations?		
Governors and SLT		
How does the SLT have oversight of the SENCO's role and the progress of and issues for pupils with SEND?		
Do governors know whether the SLT is checking that actions are working and are ensuring suitable quality?		

Have the SLT and governors looked at research and reports around what works best to inform their decisions about how to create a SEND strategy?		
Teaching staff		
What arrangements are in place to allow the SENCO sufficient time and resources to discharge their responsibilities as set out in 'SEND code of practice: 0 to 25 years' 2015 (e.g. to chair meetings, attend review meetings, liaise with staff etc.)?		
Are there any pupils on the SEND register who are not making the progress expected? Is there a common pattern or trend?		
Are teachers/TAs given appropriate CPD to effectively support their work supporting pupils with SEND?		
What training do staff receive to ensure they are alert to the possible link between pupils' behaviour and mental health issues?		
Are teaching staff expected to plan for all pupils in their class, including those with SEND?		

Appendix J - Careers governor role descriptor

Governing boards have a responsibility to ensure that a member of the board takes a strategic interest in the school's careers provision and the school's engagement with employers.

This template outlines the main responsibilities of a careers governor, including general responsibilities, monitoring, and communication and liaison. An additional section is included that provides sample questions that the careers governor may decide to ask during their monitoring visits throughout the year, or during governing board meetings when the school's careers strategy is discussed.

Main responsibilities
General
Be familiar with the DfE's statutory 'Careers guidance and access for education and training providers' guidance and the provisions that it sets out.
Direct senior leaders and the governing board to develop a whole-school vision to shape the school's careers provision.
Engage with the school's careers strategy, ensuring it is accessible to, and understood by, all members of staff.
Ensure the careers strategy is embedded throughout the curriculum, including PSHE, to ensure that pupils receive stable and structured careers advice.
Ensure the careers strategy reflects the 'Gatsby Benchmarks' and sets out an excellent careers programme.
Maintain oversight of the whole-school careers strategy and ensure this is differentiated for pupils with SEND.
Monitor the careers programme to ensure it demonstrates how the Gatsby Benchmarks are met and embedded throughout the curriculum.
Ensure that a careers leader is appointed, and their name and contact details are published on the school website.
Ensure that the SLT is involved in the strategic leadership of the school's career strategy.
Maintain strategic oversight of the publication and implementation of the school's careers programme.
Hold the school to account for progress towards accessing an enterprise advisor by the 2020 deadline.

Commit to furthering knowledge, understanding and expertise in relation to careers advice and opportunities for pupils, including pupils with SEND, taking up training opportunities where available.
Oversee the provision of personal guidance interviews for pupils with a qualified careers advisor.
Monitoring
Monitor the information and opportunities provided to pupils regarding potential career paths and the labour market, to help them make informed decisions about their study options.
Monitor how the school addresses gender stereotypes in relation to career opportunities, particularly within science, technology, engineering and mathematics (STEM) career opportunities.
Monitor destination data to identify any trends in pupils accessing education, employment or training.
Ensure that destination data is reported to the governing board and that the SLT report how this data is used to influence curriculum planning and the provision of careers information.
Monitor the support provided to different pupil groups and the support available to individual pupils who are identified as being at risk of not participating in post-16 education, employment or training.
Ensure that specific provision for LAC is provided based on individual pupil needs.
Ensure that careers provision for pupils with SEND is based on individual pupils' own aspirations, needs and abilities.
Monitor the careers provision for pupils with SEND to make certain that provision includes a wide range of relevant education, training and employment opportunities.
Monitor careers provision for pupils with SEND to ensure it includes support for pupils to develop skills in self-advocacy, negotiation and decision-making.
Ensure that staff of all levels have a sound knowledge of the way in which careers provision is delivered.
Monitor staff training and in-house CPD regarding careers provision and the school's careers strategy.
Ensure statutory and good practice guidance is understood and followed across the school.

Source: The SchoolBus
Last updated: 26 October 2018

Ensure there is good-quality and regular engagement with the local community and parents to help maximise the awareness of the school's careers strategy.
Seek to understand how pupils are encouraged to study the English Baccalaureate.
Monitor pupil outcomes data, specifically the number of pupils achieving grade 4 as a minimum in maths and English by the end of KS4.
Monitor pupil outcomes data, specifically the number of pupils resitting maths and English at the end of KS4.
Ensure that all pupils experience at least one first-hand work placement by the age of 16 and a further one by 18.
Monitor the provision of work placements for pupils with SEND to ensure they are appropriate, aspirational and relevant to individual pupils' needs.
At the end of the school year, conduct a comprehensive review and evaluation of the impact of the careers strategy.
Communication and liaison
Meet regularly with and the careers leader to discuss implementation and impact of the careers strategy.
Ensure governors know the intended and actual impact of the careers strategy.
Meet with the SLT and teachers to understand how teachers are held accountable for the provision of careers advice within the curriculum.
Liaise with the careers leader and SENCO to establish how they work collaboratively with each other and other professionals to support the career progression needs of pupils with SEND.
Meet with the IT and computing lead to understand how pupils are given opportunities and encouraged to access websites and apps to gain information about careers, education and training opportunities.
Undertake monitoring visits to support, challenge, monitor, and evaluate the work of the school in raising the career aspirations and removal of career gender stereotypes for pupils.
Ensure that a Provider Access Policy Statement is published on the school website.
Encourage the school to publish destination data and a data analysis on the school website.

Source: The SchoolBus
Last updated: 26 October 2018

Monitor the opportunities provided for a range of education and training providers to access all pupils in years 8 to 13, with the purpose of informing pupils about technical education or apprenticeships.
Provide governors with evidence from monitoring visits, giving assurance that key responsibilities are being met, and knowledge is being shared across the governing board. Alternatively, present a case with evidence from monitoring visits that key responsibilities are not being met and that action is required to address certain issues.
Conduct surveys with staff, parents, and/or pupils about the impact of the careers strategy and the commitment to an aspirational ethos for all pupils.
Liaise with the finance and resources committee to assess the availability and distribution of resources to support the school's careers strategy.

Source: The SchoolBus
Last updated: 26 October 2018

Careers governor			
Question	**Response/knowledge**	**Comments**	**Action required?**
Whole school			
Is there a clearly understood and shared vision and rationale for the school's careers strategy? Is this communicated to all stakeholders including parents?	*In part. The careers strategy has been shared with all staff during staff meetings and as appropriate with pupils. The strategy has not yet been shared with parents.*	*A parent careers information evening is planned for the Spring term.*	
Does the careers strategy and programme promote aspirational career opportunities for all pupils?			
Does the school demonstrate it is providing a stable careers programme?			
Does the school demonstrate that the careers programme is known and understood by pupils, staff and parents?			
How does the school identify pupils who are at risk of not participating in post-16 education, employment or training?			
What information do pupils and their parents have access to about future education, training and job opportunities?			

What opportunities are provided to share a range of education and training providers to access all pupils in years 8 to 13, with the purpose of informing them about technical education or apprenticeships?			
How is information provided to pupils that take into account individual needs, equality and diversity?			
How is careers advice differentiated to different age groups and stages of education?			
How do teachers highlight and link STEM subjects to a wide and diverse range of careers opportunities?			
What provisions are in place to provide personal guidance interviews for pupils with a qualified careers advisor?			
How does the careers leader engage with parents and pupils in relation to careers information?			
What do surveys with staff, parents, or pupils tell us about the impact of the careers strategy and the commitment to an aspirational ethos for all pupils?			
Have all pupils experienced at least one-first hand work placement by the age of 16 and a further one by 18?			

Source: The SchoolBus
Last updated: 26 October 2018

How are pupils, including pupils with SEND, encouraged to develop self-advocacy, negotiation and decision-making skills?			
How is careers provision for pupils with SEND based on individual pupils' own aspirations, needs and abilities?			
How do pupils with SEND have the opportunity to hear from adults with disabilities in regard to their career path and career successes?			
How are pupils with SEND given adequate time to consider their career options?			
What specific provision for LAC is provided? How is this based on individual pupil need?			
Governors/leaders			
Have leaders and governors considered research and reports about what works to inform their decisions about how to develop the careers strategy?			
How is careers provision challenged, monitored, and evaluated in raising the career aspirations of all pupils?			
What training and CPD is available to ensure the careers leader and their supporting staff are adequately trained for their roles.			

Source: The SchoolBus
Last updated: 26 October 2018

How are teachers held accountable for the provision of careers advice within the curriculum?			
Do governors know how much money is allocated to the school for the implementation of the careers programme? Is this identified in the school's budget planning?			
Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors?			
How do governors monitor the careers programme related actions and ask pertinent questions about progress ahead of any summary evaluations?			
What does destination data tell us about the future careers, training and education of pupils leaving the school?			
How is destination data used to influence the evaluation of the careers strategy and programme?			
How does the careers leader engage and collaborate with local employers and careers and enterprise schemes to develop their understanding of the needs of the pupil community, including pupils with SEND?			
Teaching staff			

Source: The SchoolBus
Last updated: 26 October 2018

Are teachers embedding careers advice within their curriculum and lesson planning?			
How are career-based gender stereotypes challenged within teaching and the curriculum?			
How do teaching staff find out about and share careers strategies, best practice and actions?			
How is careers information differentiated for different needs in an inclusive way?			
Are there any additional interventions or support procedures that can be implemented to improve the number of pupils achieving grade 4 as a minimum in maths and English by the end of KS4?			
Which pupils are not making the progress expected? Is there a common pattern?			
What opportunities and encouragement are pupils given to access websites and apps to gain information about careers, education and training opportunities?			

Source: The SchoolBus
Last updated: 26 October 2018

Appendix K - Role of the looked after children (LAC) governor

This guidance outlines the main responsibilities of an LAC governor, and the questions they may want to ask during monitoring visits to the school or during full governing board or committee meetings. This guidance template may be read in conjunction with our Role of the Pupil Premium Governor template.

A child is considered 'looked after' if they are in the care of the LA for more than 24 hours. Legally, this could be when they are living in accommodation provided by the LA with the parents' agreement. ‘Previously looked after’ children are those pupils who are no longer looked after by the LA due to becoming the subject of an adoption, special guardianship or child arrangements or child arrangements order, or because they have been adopted from state care outside of England and Wales.

Although it is not compulsory to appoint a named governor for this role, LAC and previously LAC are among the most vulnerable pupils in school and it is regarded good practice for the governing board to maintain oversight of the provision delivered to them.

For the purpose of this guidance, where the term LAC is used, this includes pupils who are previously LAC.

Main responsibilities
General
Understand the definition of LAC and the statutory responsibility of the governing board to appoint a designated teacher (DT) to promote the educational achievement for this pupil group, including previously LAC and those who are now the subject of an adoption, special guardianship or child arrangements order.
Ensure a culture where high expectations and aspirations for all pupils are set and modelled by senior leaders.
Ensure that the designated teacher for LAC has regard to any guidance from the Secretary of State.
Ensure the policy for LAC is reviewed using the DfE’s 'The designated teacher for looked-after and previously looked-after children' (2018).
Commit to furthering knowledge, understanding and expertise in relation to LAC, taking up training opportunities where available.
Ensure the governing board maintains oversight and scrutinises the outcomes for LAC.
Work with the governing board and the SLT to make sure that the DT and those who will be involved in supporting LAC receive appropriate training and support.

Ensure the school can provide smooth and supportive transitions for LAC, both between key stages and also between schools within key stages.
Ensure all staff understand and have the skills and knowledge to keep LAC and previously LAC safe and work in partnership with other agencies to do so.
Monitoring
Prepare an accurate and informative annual report for the full governing board. This will be created from regular meetings with the DT and from shared monitoring across the school.
The annual report to the full governing board should include: • The number of LAC and previously LAC in the school. • A comparison of progress and attainment data as a discrete group, compared with other pupils. • The attendance of pupils as a discrete group, compared to other pupils, including authorised and unauthorised absences. • The number of fixed term/permanent exclusions. • Pupil destinations.
The named governor should be satisfied that the school's policies and procedures ensure that LAC have equal access to: • The national curriculum. • Public examinations. • Additional interventions to support educational progress. • Careers guidance. • Additional education support. • Extra-curricular activities. • Work experience opportunities.
Communication
Ensure senior leaders make clear to all staff that LAC are the responsibility of all staff and, therefore, they need to be aware of the DT, their role, and any other members of the support team.
Be satisfied that personalised strategies are used for engaging LAC in class, in extra-curricular and enrichment activities and around school.
Ensure the school has clear lines of communication, and works in partnership with parents/carers and any relevant external agencies.
Monitor any processes used to make sure all relevant staff and external professionals have up-to-date information about pupils – this will require procedures for the effective and regular sharing of information across departments and with external agencies.

Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of LAC is secured.
Liaise with the school's pastoral team to ensure a system is in place to support LAC and allow their 'pupil voice' to be heard.
Communicate with the DT to ensure they chair all personal education plan (PEP) meetings, gather the information ready for the meeting, talk to LAC to obtain their views, and follow up on the PEP action plan after the meeting. Offer support on these duties if necessary.

LAC governor questions		
Question	**Comments**	**Action required?**
Whole school		
How can the school demonstrate it is supporting LAC and making a positive difference?		
How are school resources deployed to support LAC?		
How does the school identify children either joining the school or already at the school who are a LAC?		
What training have staff received to assist them to support LAC?		
What training is given to all staff to ensure they understand and have the skills and knowledge to keep LAC and previously LAC safe?		
How does the school work in partnership with other agencies to keep previously LAC and LAC safe?		
How does the school support a child who is in care and new to the school to feel at home?		
How are additional resources used to raise the progress and attainment of LAC, e.g. the pupil premium grant?		

Are there any school-related issues or barriers to learning or inclusion that prevent LAC from achieving?		
What are the arrangements in place that have contributed to successful provision for LAC making good or better than expected progress?		
How well are LAC progressing compared to their peers in the same year group?		
What additional support is in place to help specific LAC meet age-related expectations?		
Governors and SLT		
How does the SLT have oversight of the DT role and the progress of/issues for LAC?		
Do governors know whether the SLT are checking that actions are working and are ensuring suitable quality?		
Have the SLT and governors used research to identify best practice strategies, in order to inform their decisions about how to create a LAC strategy?		

Teaching staff		
Has the DT had appropriate training to carry out the role?		
What arrangements are in place to allow the DT sufficient time and resources to discharge their responsibilities as set out in the statutory guidance (e.g. to chair the PEP meetings, attend the LAC review meetings, liaise with staff etc.)?		
How does the DT manage the PEP meetings?		
Are any LAC not making the progress expected? Is there a common pattern?		
Are teachers/TAs given appropriate CPD to effectively support their work?		

Appendix L - Model procedure for the election of chair / vice chair

Procedure adopted by [insert school / trust name] for the election of chair/vice chair
*Note: text in **bold** denotes a legal requirement*

1. **The governing body will elect a chair and vice chair** from its number when either the chair/vice chair's term of office has ended, or s/he has resigned the position.
2. The governing body of xx school has decided that the term of office for chair and vice chair will be 1 year. The precise end date of the term of office will be determined before an election takes place.
3. The clerk to the governors shall give governors at least three weeks' notice prior to the meeting at which the election is due to take place and request written nominations. These should be submitted to the clerk at least one week before the election and circulated to the governing body with the papers for the election meeting. Candidates may submit up to 250 words in support of their nomination. Nominations on the day will only be accepted where no written nominations have been received prior to the meeting. Governors who are employed by the school **cannot stand for election**. Governors may self-nominate, but if you are nominating another governor, please seek their approval prior to submitting the nomination.
4. The clerk will act as chair during the election of the chair and **will ensure the meeting is quorate**. Each nominated governor will be invited to speak to the governing body setting out her/his reasons for standing. Candidates will be limited to three minutes. Candidates **must not be present** while a discussion and vote takes place. This will be the case even if there is a single nomination.
5. A vote by secret ballot will be held, even if there is only one nomination.
6. The clerk will count the votes and announce who has been elected as chair (the candidate who has received a majority of the votes). In the case of a single nomination, the candidate must still receive votes from the majority of the governing body in order to be elected chair. The successful candidate will be invited to take the chair and will oversee the election of the vice chair.
7. In the event of a tie, the nominees will speak again, and another vote will follow. If votes remain tied, the governing body must attempt to reach collective agreement. If agreement cannot be reached, the candidates will draw lots.

The governors may reject all nominees for chair if they choose. If no candidate has the support of the majority of the governing body, another candidate will be sought from the floor. If this candidate does not receive majority support, the vice chair will take on the role of acting chair until the next full governing body meeting, at which the election procedure will be repeated. Where a vice chair must also be elected, and the governing body has the quorum to do so, it will proceed with the election.

Appendix M - Governing body self-review template: knowing your school

This self-review helps governors to understand clearly how well they know the school and how effective its performance is. Governing bodies are challenged to answer the questions without referring to meeting minutes, notes or papers to evaluate where gaps in knowledge may lie.

The template can be used by the whole governing body or split into sections to be allocated to appropriate committees. It may be used as a one-off review or used as shorter reviews throughout the academic year, enabling the body to continuously reflect on its performance and practice. Governors are reminded that no one governor is expected to be able to answer all questions – the review will demonstrate how knowledge is distributed across the body, and identify any knowledge and skills gaps that could be improved through training or governor recruitment.

The template firstly provides governors with the opportunity to identify the strengths and development areas of the school and governing body. Governors are then invited to answer questions concerning the following areas:

- Leadership and management
- Assessment and outcomes for pupils
- Safeguarding
- Pupil attendance and behaviour
- The curriculum
- Pupil premium
- **[Primary schools]** PE and sports premium

An action plan is included to enable governors to identify next steps, plan how they will increase their knowledge, and recognise the impact this will have. The action plan should record the actions the governing body will take to improve their knowledge of the school and their understanding of school performance.

A review of the financial management of the school has not been included in this review. Governing bodies can evaluate the financial management and efficiency of their school using our Governor Monitoring Checklist for Financial Efficiency.

Name of school:	
Date of review:	
Review conducted by:	

Knowing your school – an overview

What are the school's values?	How do governors know this?	What is the impact of this?	What more do governors need to know?
What is the school's vision?	**How do governors know this?**	**What is the impact of this?**	**What more do governors need to know?**
What are the school's areas of strength?	**How do governors know this?**	**What is the impact of this?**	**What more do governors need to know?**
What are the school's agreed improvement priorities?	**How do governors know this?**	**What is the impact of this?**	**What more do governors need to know?**

Knowing governance – an overview

What are the governing bodies areas of strength?	How do governors know this?	What is the impact of this?
What are the governing bodies areas of development?	**How do governors know this?**	**What is the impact of this?**

Knowing your school – questions for governors

Question for governors	Governors' response	How do governors know this?	What more do governors need to know?
Leadership and management			
How does the SLT assess the performance of the school?			
What is the SLT's evaluation of the current performance of the school?			
Do the governing body agree with the SLT's evaluation of the current performance of the school?			
How do the governing body hold senior leaders to account for the performance of the school?			

How do senior leaders monitor the SDP, and how does monitoring impact on outcomes for pupils?			
How does the performance management process contribute towards achieving the school's development priorities?			
How are middle leaders developed to contribute towards the continued improvement of the school?			
Do all staff have performance management targets linked to the school's development priorities?			
Do all teaching staff progress up the pay spine every year?			
How do senior leaders monitor and manage the workload of staff?			
How do leaders ensure the school's vision is ambitious and inclusive?			
How do leaders ensure that all pupils access the education to which they are entitled?			
How do governors know whether any pupils are subject to 'off-rolling' or 'gaming'?			
How are the views of staff, pupils and parents gained? And how is their feedback used to influence			

decision making and policy development?			

Question for governors	Governors' response	How do governors know this?	What more do governors need to know?
Assessment and outcomes for pupils			
What arrangements are in place for the internal assessment of pupils' progress and attainment?			
How does internal progress and attainment assessment impact on pupil outcomes?			
Are senior leaders clear on the reason for collecting internal assessment data and the impact of doing so?			
How does the internal assessment process impact on the workload of teaching staff?			
How is the quality of teaching monitored by senior leaders?			
Is the quality of teaching consistently high quality across the school for all pupils?			
How is underperformance managed by senior leaders?			
Does the school's CPD programme lead to good quality teaching and improved outcomes for all pupils?			

What does the school's previous **three-year** data picture tell governors about the school's performance?			
How do senior leaders use external data to evaluate the performance of the school and set school development priorities?			
How do senior leaders report to parents on the progress and attainment of pupils?			
How do the governing body monitor the workload of senior leaders and teaching staff who report to parents on the progress and attainment of pupils?			
How does teacher assessment compare with validated outcomes for pupils?			
What support is in place for all pupils transitioning between key stages?			

Question for governors	Governors' response	How do governors know this?	What more do governors need to know?
Pupil attendance and behaviour			
What is pupil attendance like?			
How does the school's attendance compare to national attendance data?			

What percentage of pupil attendance relates to persistence absence?			
What measures has the school put in place to support improved attendance for all pupils?			
How successful are measures to support improved attendance?			
Do any particular groups of pupils attend less than their peers?			
What is behaviour like?			
Is behaviour consistent throughout the school?			
What are the values which underpin the Behavioural Policy?			
How do staff, pupils and parents contribute to the Behaviour Policy?			
What is in place to support teachers if pupils' behaviour becomes challenging?			
How are incidents of challenging behaviour managed?			
How many pupils have been excluded in the past year?			
Are any groups of pupils excluded more than others?			
How do the school's exclusion figures compare with national exclusion figures?			
When was the last incidence of bullying, including racist abuse and homophobic name-calling?			

Source: The SchoolBus Last updated: 18 July 2019

What staff training or curriculum improvements are in place for homophobic and transgender bullying to ensure leaders can identify issues within the school?			
How does the school promote tolerance and diversity?			

Question for governors	Governors' response	How do governors know this?	What more do governors need to know?
Safeguarding			
Do pupils feel safe at school?			
How is a culture of safeguarding embedded throughout the school?			
Who is the DSL?			
What arrangements are in place to respond to safeguarding issues when the DSL is off-site or absent?			
How are staff supported to identify and respond to local safeguarding concerns and risk?			
What support is in place for staff who have responsibility for safeguarding?			
How do senior leaders meet their statutory responsibilities under the Prevent duty?			
What training have staff undertaken to enable pupils to be kept safe, and to meet statutory safeguarding requirements?			

How is the SCR monitored to ensure it is compliant and fit for purpose?			
What are the school's safeguarding and child protection procedures?			
Who has responsibility for safeguarding policies within school?			
How does the recruitment process safeguard pupils?			
What are the school's health and safety procedures?			
How do senior leaders ensure the school site and internal and external environments are safe for pupils, staff and visitors?			

Question for governors	Governors' response	How do governors know this?	What more do governors need to know?
The curriculum			
What is the intended purpose of the curriculum?			
What are the values which underpin the curriculum?			
How is the curriculum implemented?			
How do senior leaders monitor and evaluate the impact of the curriculum?			
What is the impact of the curriculum?			

How is the curriculum developed to be inclusive and provide equal opportunity for all pupils?			
Is the curriculum ambitious and aspirational for all pupils?			
Is the curriculum based on good practice examples and research?			
Does the curriculum provide enrichment opportunities that are accessible to all pupils?			
How does the curriculum remove stereotypes and support pupils to explore diverse and creative subjects?			
Is the curriculum broad and balanced, enabling pupils to develop and discover their interests and talents?			
How does the curriculum support pupils to develop: • Resilience • Confidence • Independence • Physical health • Mental health			
How does the school environment support curriculum delivery?			
How do senior leaders monitor the impact of curriculum development and delivery on teacher workload?			

Has a careers lead been appointed?			
Is there a careers strategy embedded within the curriculum that identifies and meets the aspirations of all pupils?			
[Secondary schools] Have all pupils experienced at least one first-hand work placement by the age of 16 and a further one by 18?			

Question for governors	Governors response	How do governors know this?	What more do governors need to know?
Pupil premium			
How much does the school receive in pupil premium funding?			
What is the plan for the spending of pupil premium?			
Have senior leaders implemented a short or longer-term pupil premium strategy? Why did senior leaders make that decision?			
How does pupil premium spending impact on outcomes for disadvantaged pupils?			
How is pupil premium used to make the curriculum accessible for all pupils?			
How do senior leaders ensure that pupil premium funding reaches and supports the most disadvantaged pupils?			

Source: The SchoolBus Last updated: 18 July 2019

Question for governors	Governors response	How do governors know this?	What more do governors need to know?
[Primary schools] PE and sports premium			
How much does the school receive in PE and sports premium funding?			
What is the plan for the spending of the PE and sports premium funding?			
How does PE and sports premium spending impact on outcomes for pupils?			
Is the impact of the PE and sports premium sustainable?			
How is the PE and sports premium used to support hard-to-reach pupils?			

Action plan

Action for improvement identified	How will this action be achieved?	Who will ensure this action is completed?	What will the impact of this action be?

DDAT
Derby Diocesan Academy Trust

Diocese of Derby
THE CHURCH OF ENGLAND

Governance

Preparing for Ofsted From September 2019



From the Ofsted School Inspection Handbook (From September 2019)

Leadership and management

229. The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. Important factors include:

- whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

Governance

236. Inspectors will seek evidence of the impact of those responsible for governance.

237. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.

238. In a MAT, the trustees are responsible for governance. Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate some of their powers to the members of the 'academy committee' or 'local governing board' at school level. If inspectors are informed that a local governing body has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with the leaders of the MAT and which are with the local governing board.

239. Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that governance functions can be quite different from those in a maintained school. Some functions that a governing body in a maintained school would carry out may be done by management or executive staff in a trust. If this is the case, it will still be important for inspectors to ascertain the trust board's role in that process and how it ensures that these functions are carried out properly.

240. The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

241. The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium.

242. Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

243. In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding, (and promoting the welfare of learners) Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

*The following are just examples of the kinds of questions inspectors **might ask you** when you meet with them. Each inspection will be different depending on how your school is performing.*

Try to link your answer and your evidence back to the specific criteria in the inspection framework (see above)

Inspectors could phrase questions in different ways, so try to understand the point of the question rather than preparing for specific wording

Inspectors will not expect you to remember all of the details and data so once you have made notes on each of the following areas they can be used as a prompt during your meeting.



YOUR UNDERSTANDING OF YOUR ROLE AND SCHOOL

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
1. What is the governing board's vision for the school and how is this shared?	• Vision statement, values and aims • School development/improvement plan • School policies, and evidence of how these are linked to the school's vision • Feedback from staff, parents and pupils • Evidence of consultation around development/redevelopment of the school's vision	
2. What are your school's priorities? 3. How do you, as a governing board, ensure the priorities are moved forward?	• School development/improvement plan • Self-evaluation forms (SEFs) • Monitoring schedules • Records of school visits • Minutes from governing board meetings	
4. How do you hold the headteacher to account?	• Minutes from governing board meetings • Performance management process	
5. Do you have a governor skills audit?		
6. What training have governors done? 7. How do you keep up-to-date on your training? 8. What training can governors access?	• Training logs/records • Records relating to governor support programmes	

YOUR UNDERSTANDING OF YOUR ROLE AND SCHOOL		
QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
9. Tell me about your safeguarding training.		
10. Do you have any gaps on your governing board?	• Instrument of government (maintained school) • Article of association (academy) • Governor recruitment plans	
11. How do you meet the Equality Act 2010?	• Equality policy • Evidence of equality impact assessments	
12. What are the strengths and weaknesses of the school? 13. What issues does the school face? 14. How do you know?	• Minutes from governing board/committee meetings • SEFs • Records from work with school improvement partners or collaboration with other schools • Evidence related to leadership structures and responsibilities • National performance data (like SATs results or GCSE results) • Internal assessment data	

QUALITY OF EDUCATION AND THE CURRICULUM

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
1. What do you want for your pupils by the time they leave the school? 2. What do you want the pupils to be?		
3. How do you monitor the curriculum?		
For link governors 4. What is your link subject? 5. How are you linked to the subject leader?		
6. How do you know the needs of disadvantaged pupils are being met?		
7. How were governors involved in planning the curriculum?		
8. How well do your pupils achieve?	• Trends in pupil progress and attainment over time • How your school's data compares to national averages	

Use of funding

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
1. How are you kept up-to-date with school spending? 2. Are you aware of how the school's finances are being managed, or how staff are recruited?	• Reports from the headteacher/school business manager to the board or the relevant committee • Minutes from the finance/personnel/other relevant committee • Minutes from full governing board meetings • Safer recruitment policy and procedures • Evidence related to budget benchmarking • Financial reports	
3. How is the pupil premium /pupil premium plus/service premium funding being spent? 4. What impact is this spending having? 5. How do you know?	• Pupil premium spending and impact reports (on website) • Minutes from governors' meetings • Reports from link governors • National attainment data • Internal assessment data	
For primary schools only 6. How is the additional funding for PE and sports being spent? How effective is this? 7. What impact is this funding having on pupils' fitness and health? How do you know?	• PE and sport premium spending and impact reports • Minutes from governors' meetings • Reports from link governors • Internal assessment/tracking information • Feedback from parents, pupils and staff	

Appendix N

Safeguarding

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
1. How do you make sure that policies are kept up to date?	• Evidence that your policy complies with the requirements set out in Keeping Children Safe in Education 2020 • Evidence of governor training on safeguarding • Evidence of any information or advice the school has taken (from your local authority or others) on safeguarding issues • Evidence that your policy is reviewed regularly	
2. How do you make sure that policies are put into practice?	• Notes from governors' meetings with the designated safeguarding lead • Evidence from governor monitoring visits • Reports from the headteacher/senior leadership team (SLT)	
3. How is safeguarding training monitored? 4. Have you made sure that all staff have read Keeping Children Safe in Education?	• CPD records/training logs • Record sheets • Governor training logs • Reports to governors on safeguarding • Reports from link governors	

Safeguarding

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
5. How effectively have possible risks to pupil safety, such as female genital mutilation (FGM), radicalisation and sexual exploitation, been addressed in training, policies and procedures?	• Governor and staff training logs • Reports from the headteacher or designated safeguarding lead • Audit forms • Behaviour and safeguarding records	
6. How do you make sure that safer recruitment practices are followed?	• Single central record • Evidence of monitoring of the single central record by the Trust • Policies on recruitment and vetting, and evidence that these are followed consistently • Record of which governors have had safer recruitment training	
7. How does the school manage safeguarding for pupils off-site, such as those on work experience placements or on residential visits?	• Health and safety policies and procedures • Risk assessments	
8. How safe do children feel? 9. How do you know?	• Feedback from pupils and parents • Behaviour and safeguarding incident reports/records • Evidence from governor monitoring visits or learning walks	

Safeguarding

QUESTIONS	POSSIBLE EVIDENCE	YOUR NOTES
10. Does the school keep a record of its use of restraint with pupils? 11. How does the governing board monitor this record?	• Relevant records/logs • Risk assessments • Health and safety policies • Minutes from governors' meetings • Reports from link governors	
For secondary schools only 12. How is health and safety monitored in workplaces where pupils undertake work experience?	• Health and safety policies and procedures • Risk assessments	

Personal development, behaviour and attitudes

QUESTION	POSSIBLE EVIDENCE	YOUR NOTES
1. How does your school ensure consistent behaviour management?	• Behaviour policy and procedures, and evidence that it's applied consistently • Headteacher's reports on behaviour incidents • Evidence from monitoring visits or learning walks	
2. How do you monitor attendance and persistent absence figures? 3. How effective have efforts to address persistent absence been?	• Attendance policy and procedures • Headteacher's reports • Evidence on leadership/responsibility for this issue • Minutes from governors' meetings • Reports from link governors	
4. How do you monitor your school's effectiveness in ensuring that pupils don't bully or harass others on the basis of their race, gender, sexual orientation, disability, etc.?	• Behaviour or anti-bullying policy • School-wide events or initiatives (and governor involvement with these) • Minutes from governors' meetings • Reports from link governors • Evidence from monitoring visits or learning walks	
5. What are the current exclusion rates for your school? 6. How do you monitor these?	• Headteacher's reports • Minutes from governors' meetings	

Personal development, behaviour and attitudes

QUESTION	POSSIBLE EVIDENCE	YOUR NOTES
7. How is the school promoting pupils' appreciation and understanding of difference and diversity?	• Relevant policies (e.g. equality, behaviour) • School-wide initiatives/priorities • Records from monitoring visits or learning walks • Curriculum information related to personal, social, health and economic (PSHE) education, spiritual, moral, social and cultural (SMSC) development, or British values	
8. How do you monitor how the school prepares pupils for life in modern Britain? 9. What do you know about how well pupils have developed respect for: ▪ The values of democracy? ▪ The rule of law? ▪ Individual liberty? ▪ Tolerance of, those with different faiths or no faith?	• Evidence related to the school's curriculum (in particular PSHE and SMSC) • Evidence from assembly/collective worship plans • Feedback from parents, pupils and staff • Minutes from governors' meetings • Reports from the headteacher or senior leaders • Reports by link governors • Evidence from monitoring visits or learning walks • Behaviour and safeguarding records	
10. How do you manage the wellbeing of the headteacher and staff? 11. Can you give an example?		

November 2019

What governing boards and school leaders should expect from each other

This joint paper aims to improve the effectiveness of school governance. Underpinning it is an expectation that governing boards and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities.

The use of the term 'governing board 'in this document refers to governing bodies in maintained schools and trust boards in academies. In multi academy trusts (MATs), boards may choose to delegate some of their responsibilities to a regional or academy level committee, often termed a local governing body.

The use of the term 'school leader' includes those responsible for the performance of a school, or group of schools. This will include headteachers, executive headteachers and chief executives (CEOs), where they are the lead executive with formal legal and contractual accountability to the governing board and/or where they significantly support these aspects.

It is the view of our organisations that all governing boards and school leaders should meet the expectations set out in this document; evidenced through the adoption of a code of conduct.

School governance carries significant responsibilities. There is more diversity in school structures now and more decisions to be made by governing boards. As such it's important that members of the governing board understand the roles, remit and responsibilities for their specific context.

Effective governance is essential for the health and success of any organisation. In any sector, when an organisation fails, there has often been a failure of governance. If we wish to prevent any school or academy trust failing its pupils, we need to ensure that governance is strong.

Effective governing boards should therefore be prepared and equipped to take their responsibilities seriously.

Governing boards must have:

- the right people around the table
- an understanding of their role and responsibilities, including those which may relate to them as an employer, such as health and safety responsibilities
- a good chair
- professional clerking
- good relationships based on trust
- relevant knowledge of the school and/or Trust– the curriculum, financial activities, data, the staff, the pupils, the parents, and the community
- a commitment to asking challenging questions to hold school leaders to account
- the confidence to have courageous conversations in the interests of the children and young people

School leaders in return must have:

- an understanding of governance (which could come from direct experience of governing), including acknowledging the role of the school's accountable body.
- a willingness to provide information in the most appropriate way in order that the governing board can carry out its role
- a willingness to be challenged
- reasonable time to devote to ensuring professional relationships are established with governors and trustees
- the skills and understanding to develop effective working relationships with the governing board

1. The respective roles of governance and management

Governance is strategic and management is operational. This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day to day management. Governors and trustees are there to govern, not to carry out other work within a school on a pro-bono basis. School leaders must not be micro-managed. The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgements about teaching quality, and recruiting and deploying staff below senior leadership level).

The governing board, in partnership with the organisation's leadership, should determine and articulate a clear vision as to where they want the school and/or Trust to be in 3–5 years' time. This should lead to the identification of the

key strategic priorities that will drive the agenda of governing board meetings. The senior leader(s) will be responsible for ensuring the strategy is delivered.

The governing board is responsible for setting the culture and ethos of its school(s) and it should ensure that this is inclusive and provide equality of opportunity for all its pupils and staff.

The governing board also has responsibilities as the employer, although these do not apply exactly the same way in all types of schools. For example in a multi academy trust the employer is the academy trust and the board of trustees will decide what to delegate to academy committees. While for some maintained schools the local authority is the employer, the responsibility for discharging employer functions are delegated to the governing board as set out in legislation.

2. Developing and supporting the governing board

Principles:

Governors, trustees and school leaders must fulfil their duties in accordance with the seven principles of public life (the Nolan principles): to act selflessly and with integrity; to be objective and accountable; to be open, honest and to demonstrate leadership skills. They should also understand their responsibilities under equality legislation, recognising and encouraging diversity and inclusion.

The Framework for Ethical Leadership in Education has been developed by the Ethical Leadership Commission to help school leaders take difficult decisions and support a culture in which ethical decision making can flourish.

Skills audit:

We recommend that all governing boards carry out a skills audit of governors and trustees to identify skills gaps and development needs, and how these can be filled through recruitment and training. NGA has a skills audit and matrix tool for those governing in schools as well as one specifically aimed at MAT trustee boards. These are both structured around the DfE's competency framework for governance which can be used to help governing boards identify what they should be looking for from individual governors or trustees.

Recruitment:

When seeking to fill vacancies on the governing board, the role, level of commitment and level of responsibility should be outlined, along with any particular skills that the governing board is seeking. Individuals from black and minority ethnic (BAME) backgrounds and those under 40 are significantly under-represented amongst those governing and boards should take steps to encourage BAME and younger candidates to apply.

Board vacancies should be advertised as widely as possible locally and a transparent process for recruitment and selection, including interviewing prospective candidates, should be adopted. Inspiring Governance is a national service which connects skilled volunteers interested in serving as governors and trustees with schools.

Induction:

There should be a clear expectation for all new governors and trustees (including staff governors and trustees) to undertake both school based and professional induction training, paid for by the school or trust. The exact content of the induction may vary depending on the skills and knowledge of the new recruit. This expectation should be set out in writing in advance of a governor or trustee appointment, and agreed to as part of the code of conduct signed by each governor or trustee.

Continuous professional development (CPD):

Governors and trustees must be willing to participate in ongoing relevant training, both internal and external, and there must be an appropriate budget commitment set aside for this. Governors and trustees need to continuously seek to update their knowledge, including through identifying good practice in other schools or trusts, and meeting governors and trustees from other schools or trusts. This can also encourage collaboration between schools or groups of schools to improve outcomes for pupils.

Expenses:

Governors and trustees' out of pocket expenses should be reimbursed as per an agreed policy but they should not receive payment for their governance duties.

Governing board self-evaluation:

A governing board should regularly evaluate its own impact. This should include implementing a process for reviewing the contribution of individual governors and trustees, and identification of any developmental needs.

The All Party Parliamentary Group (APPG) on Education Governance and Leadership published '20 key questions every governing board should ask itself' and '21 questions for MAT boards to ask when reviewing their governance practice.'

Succession Planning

It is good practice to develop recruitment and development plans to replace board members over time; no one should serve for more than two four year terms in one school.

3. Effective ways of working

Clerking:

All governing boards are required to appoint a clerk (sometimes referred to as a secretary). A clerk is one of the most important people the governing board will work with; an effective clerk is an invaluable resource and a key element in the success of any governing board. The clerk must be properly qualified and remunerated; capable of servicing and advising the governing board with independence.

They should be employed with a separate job description and a specific contract and provide sufficient time to manage the business of the governing board.

They should receive ongoing CPD to ensure that their skills and knowledge remain up to date. The DfE has produced a clerking competency framework that governing boards can refer as well as funding 'Governance clerking development programmes'

Chairing:

The school leader and the chair of the governing board should communicate regularly at mutually convenient times, while understanding that the chair is unable to take decisions on behalf of the governing board (except in very limited situations). It is considered good practice for a chair to serve no more than six years in the role on one governing board (under normal circumstances).

The chair should seek external support when necessary and be encouraged and prepared to join the Governance leadership development programmes funded by the Department for Education.

Code of conduct:

We recommend that each governing board adopts a code of conduct setting out the expectations placed on governors and trustees to be agreed by everyone on the board. This code should set out any expectations on confidentiality of sensitive or personal information and include a commitment to the seven principles of public life. NGA has a model code for schools to adapt.

Governors and trustees should do their best to avoid conflicts of interest and related party transactions, and must declare any which exist. The National Audit Office and Charity Commission both provide useful advice on avoiding these. Unless there are exceptional circumstances, it is not considered good practice to govern on more than two boards.

Size and composition:

Within a broad regulatory framework set out in regulations for maintained schools and in the articles of association for academies, governing boards are free to determine their own size and composition.

In considering changes to their structure, governing boards need to consider how effective they are currently and whether the priorities they have determined for the school require additional skills or experience on the board.

Meetings:

It is the joint responsibility of school leaders and the governing board to ensure that meetings are well planned, at appropriate intervals and with manageable agendas. They should be appropriate to the remit and driven by school improvement priorities. Papers must be provided at least seven days in advance of meetings. The school leader should be present or represented at full governing board meetings. Governing boards must have regard to the work-life balance of school leaders when arranging meetings, and school leaders should have regard to governors and trustees' work and other commitments.

Delegation:

The role of the governing board is to ensure that areas for which they are responsible are being delivered effectively, rather than delivering it themselves. Governing boards have considerable freedom to delegate to committees or to school leaders; they should ensure they make effective use of this. Governing boards should be mindful of the need to retain a strategic focus and delegate where appropriate to the school leaders e.g. staff recruitment (governors and trustees should not be part of interview panels except for senior leadership posts).

Maintained schools should set out their governance structure and delegation arrangements in a school delegation planner. Academy trusts are required to publish a scheme of delegation which sets out what the board has delegated and to whom, including to school leaders and local academy committees.

Policies:

Governing boards should only decide the principles guiding school or Trust policies and should delegate the drafting of policies and procedures to school leaders. Governing boards must ensure school leaders have the expertise or access to the relevant external expertise to carry out these responsibilities.

Local authority liaison:

Maintained schools should comply with requirements set out in The School Staffing (England) Regulations 2009 to notify the local authority and to take account of its advice in respect of the performance, selection and dismissal of the headteacher and deputy headteacher.

Appraisal of the school leader:

The governing body of an LA maintained school is required to carry out the performance appraisal of the headteacher and must appoint an external advisor to support it in doing so. Although not mandatory, it is also good practice for academies to have in place executive leader/headteacher appraisal processes.

In a MAT it is common practice for the performance management of the individual school headteachers/leaders to be carried out by the CEO, usually with input from the chair of the local academy board. The performance management of the CEO is the role of the MAT trustee board. Objectives should be closely related to the agreed strategic priorities of the organisation. A discussion on development needs must be part of the appraisal process.

It is important that an effective relationship is developed and maintained throughout the year; with any issues being dealt with on an ongoing basis, not just at the point of appraisal.

Duty of care and well-being:

The governing board must remember that it has a duty of care to the school leader, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their well-being.

4. Understanding the organisation and engaging with stakeholders

The governing board monitors the work of the school(s) and it is vital that it receives the information required to carry out that role promptly. Whilst much of the information will come from the school leader, the board should also seek external advice and verification where possible

Information and reports provided by the school leader

School leaders should provide the necessary information to enable governors and/or trustees to regularly monitor progress against strategic priorities, targets and budgets. This should include information on the curriculum, outcomes for pupils, behaviour and safeguarding. Also teaching, staff performance, staff welfare and financial information. Governing boards should regularly review the content, format and frequency of the information requested to ensure it remains useful and effective, while remaining mindful of workload implications for school leaders and staff.

Information provided by school business professionals

School business professionals make a significant contribution towards the effective leadership and management of schools and trusts, including the management of financial resources; a core function of governance. As the exact nature of the role is often context specific, it is important that governing boards both understand the specific remit of the school business professional's role as it applies to their school or trust and how to best utilise the information and support that they can provide. ISBL Professional Standards outline school business professional functions and the knowledge required to perform an SBP role. Guidance has been published for headteachers and those responsible for governance to support the implementation of those standards.

School self-evaluation:

Governing boards must be involved in all stages of the strategic planning cycle, including the previous year review and the setting of the priorities for the upcoming year to reflect the challenges and opportunities that the school or group of schools faces. It can be very useful for a governing board and school leaders to hold an annual joint strategic planning session so that the vision, ethos and strategy for the coming 3–5 year period are developed together.

School data:

Official DfE data on the school or schools' attainment and progress should be discussed by governors and trustees alongside the school's own data.

Governors and trustees should ensure they are familiar with the way in which their school(s) assess attainment and track progress between external assessment points. Trustees in MATs will need to consider whether they have sufficiently robust systems in place to enable them to consolidate and compare data across their schools.

Monitoring the wellbeing of staff

Governing Boards should use the monitoring and evaluation of staff wellbeing to implement strategies and initiatives that create a healthy working environment for all staff and help to reduce excessive workload demands from within the school.

Surveying pupils, staff, parents and the community:

The governing board must understand the needs of these groups, and make every effort to obtain their views. This can be done in a number of ways including parent and student councils, written surveys, or focus groups.

Visiting the school or schools:

Visits during the school day provide important opportunities for governors and trustees to better understand their school or Trust and to undertake their monitoring role. Visits should always have a focus linked to the strategic priorities, and governors need to be clear about their role (i.e. they are not inspectors). School leaders should welcome governors and trustees to visit schools. Visits should be arranged in accordance with an agreed protocol which is communicated in advance to governors and trustees and school staff involved in visits.

All parties need to be sensitive to the pressures of the school calendar, and governors and trustees' other commitments.

Feedback from Ofsted:

Recognising that Ofsted inspections take place at very short notice, governors and trustees should make every effort to be available at the school for these. Inspection activity and reporting in a MAT will reflect which governance powers reside locally, which are with trustees and which are with leaders of the MAT. The CEO and trust board will be informed of the inspection and invited to attend. As many governors and trustees as possible should take part in discussions with Ofsted inspectors.

School leaders will support governors and trustees' requests that these sessions are held at the beginning or end of the working day to enable governors and trustees to attend. As many governors and trustees, as possible, and the CEO or equivalent, should attend the feedback sessions at the end of an inspection. A written note of this meeting should be taken and made available to all those responsible for governance at the school.

Reporting to the community:

The governing board must ensure it reports to interested parties and the wider community. This can be done in a large part through the school's or MAT's website, but other forms of communication should be considered. Governing boards should consider producing an annual report for parents.

Appendix P - Useful websites

Trust website
https://ddat.org.uk/

Ofsted
https://www.gov.uk/government/organisations/ofsted#

Department for Education
https://www.gov.uk/government/organisations/department-for-education

Keeping Children Safe in Education
www.gov.uk/government/publications/keeping-children-safe-in-education--2

Governance handbook and competency framework
https://www.gov.uk/government/publications/governance-handbook

GovernorHub
https://governorhub.com/#home

Academy Trust Governance – Structures and Role Descriptors
https://www.gov.uk/government/publications/governance-structures-and-roles

Academies Financial Handbook
https://www.gov.uk/guidance/academies-financial-handbook

Financial benchmarking
https://schools-financial-benchmarking.service.gov.uk/

Add your own:

School website	