

# Terms of Reference & Governance Handbook

## (For ATB approval – 24<sup>th</sup> November 2023)

### Contents

Nolan Principles (7 principles of public life) .....	3
Code of Conduct (from NGA).....	4
Terms of Reference for the Board of Trustees.....	7
Terms of Reference for Everychild Partnership Finance, Audit & Risk Committee (NGA) .....	9
Terms of Reference for Everychild Partnership Education Committee (NGA) .....	12
Job Description and Person Specification (NGA) - Trustee .....	14
Job Description and Person Specification – Chair of Trust Board (NGA) .....	18
Job Description and Person Specification – Vice-Chair of Trust Board (NGA) .....	21
Job Description - Link Safeguarding & SEND Trustee .....	22
Terms of Reference for the Local Governing Body .....	23
Job Description and Person Specification for Governors .....	25
Job Description – Chair of the Local Governing Body (LGB) .....	28
Job Description – Vice-Chair of the Local Governing Body (LGB) .....	31
Mentor for a new Governor .....	32
Introduction and general principles of Link Governors .....	33
Safeguarding Governor (NGA) (including Looked After Children) .....	34
Disadvantaged/Pupil Premium Governor.....	37
School Improvement Plan Link Governor (Assessment for Learning) .....	39
School Improvement Plan Link Governor (Leadership).....	40
School Improvement Plan Link Governor (Pedagogy & Curriculum).....	41
School Improvement Plan Link Governor (Student & Family Support (SAFS)(including SEND) .....	42
School Improvement Plan Link Governor (Learning Environment) .....	44
Premises, Health and Safety Governor .....	45
Trust Self-Evaluation.....	46
Trust Skills Audit .....	55
Local Governing Body Self-Evaluation .....	57
Local Governing Body Skills Audit.....	60
Monitoring Visit Proforma for Trustees & Governors .....	62
Application Form for Trustees (The Key) .....	63



Application Form for Governors (The Key) .....	70
Trustee Recruitment Processes .....	79
Chairs Recommendation Proforma .....	81

## Nolan Principles (7 principles of public life)

### **1. Selflessness**

Holders of public office should act solely in terms of the public interest.

### **2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### **3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### **5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### **6. Honesty**

Holders of public office should be truthful.

### **7. Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

For further information on the 7 principles and the work of the Committee on Standards in Public Life, visit the Committee's [website](#) and [blogsite](#).

## Code of Conduct (from NGA)

**Once this code has been adopted, all board members agree to faithfully abide by it.**

Trustees: We agree to follow the charity governance code

Those governing at local level: We recognise and support the principles set out in the charity governance code.

**We will abide by the Seven Nolan Principles of Public Life.**

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core purpose:

1. Strategic leadership: defining a vision, fostering a culture and championing the strategy
2. Accountability and assurance: providing robust and effective oversight of operations and performance
3. Engagement: strategic oversight of relationships with stakeholders

**As individuals, we agree to:**

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. **\*We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.**
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. Trustees: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.

13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
16. Those governing at local level: We will act as local ambassadors for our trust.

#### Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. **\*We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.**

#### Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. Those governing at local level: We will champion the voices of our school community and stakeholders.
3. Those governing at local level: We will establish effective working relationships with trustees.
4. Trustees: We will engage with and be accountable to those governing at local level.
5. **\*Trustees: We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.**
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member's contributions are valued equally.
8. We will support the chair in their role of leading the board and ensuring appropriate conduct.

#### Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

#### Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. We will act as a trustee/academy committee member; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.
8. We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

## Terms of Reference for the Board of Trustees

# Everychild Partnership Academy Trust

EVERYCHILD PARTNERSHIP ACADEMY TRUST (“the Trust”)

### TERMS OF REFERENCE FOR THE TRUST BOARD (“the Trust Board”)

EFFECTIVE DATE: 24<sup>th</sup> November 2023

#### **PURPOSE**

The Trustees of the Trust have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of schools, but have delegated some areas of governance responsibility to Local Governing Bodies, who will support the work of the Trust and promote the success of the schools. The day to day management and responsibility for the running of the trust has been delegated to the CEO, who will be supported by both a central management team and leadership teams in each of the schools, including the Headteachers appointed in respect of the schools. The role and responsibilities of the Trustees and those serving on a Local Governing Body are set out in the Scheme of Delegation.

The Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The Trustees have the power to direct change where required. The Trustees must act independently and in the best interest of the Trust even if those interests conflict with those of the body or organisation that might have appointed or nominated such persons to serve on the Trust Board. The Trustees are accountable to the Secretary of State for Education and to the communities that they serve. The Trustees, whilst in certain circumstances possibly also sitting on a Local Governing Body, are responsible for all the schools run by the Trust and are expected to use their skills and experience in undertaking a role on the Trust Board.

#### **MEMBERSHIP**

The composition and powers of the Trust Board are (subject to charity and company law) determined by the Articles of Association and in any conflict between these Terms of Reference and the Articles, the Articles shall prevail. Board members must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust’s mission and objectives for the Academy, drawing on specialist skills where required.

The number of Trustees shall be not less than three but (unless otherwise determined by ordinary resolution) and shall be subject to a maximum of fifteen, as noted under point 46 of the Articles of Association.

#### **QUORUM**

The quorum for a meeting of the Trustees, and any vote on any matter thereat, shall be any three Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the

matters to be resolved. (Item 117 of Articles of Association)

### **RESPONSIBILITIES**

Responsibilities of the Trustees are specified within the Decision Matrix of the Everychild Partnership Scheme of Delegation.

### **REVIEW**

In accordance with best practice, the Trust Board will carry out a regular review of the skills and experience available on the Trust Board and will seek to develop additional capacity and skills where required. The term of office of Trustees will be four years. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected at a Trust Board meeting.

### **THE GENERAL EQUALITY DUTY**

The Trust must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

#### **Protected characteristics**

- Age (not pupils);
- Disability;
- Ethnicity and race;
- Gender;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Religion and Belief;
- Sexual identity and orientation.



## Terms of Reference for Everychild Partnership Finance, Audit & Risk Committee (NGA)

### Membership

3 members comprising of:

- 3 members of Everychild Partnership Academy Trust Board of Trustees.

It is preferable that the Chair of the Committee has Financial and/or Audit and Governance experience. The Chair will be appointed by the Everychild Partnership Finance, Audit & Risk Committee members.

In addition, a Clerk will be appointed to assist with the administration of the Committee.

Employees of the trust should not be Finance, Audit & Risk Committee members, however, the CEO as accounting officer, along with the Director of Finance and Director of Operations will be required to attend via invitation, along with other relevant staff to provide information and participate in discussions.

### Period of Office

The members of the Committee shall serve for a period of four years, and are eligible for re-election. Membership shall cease by:

- mutual agreement
- resignation as either a Trust Trustee or Trust Employee

### Meetings

The Committee will meet as per the strategic calendar prior to each Trust Board meeting per year.

### Quorum

At least two members.

### Authority

The Finance Audit & Risk Committee is a Committee of the Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Finance, Audit & Risk Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and Chair of the Board of Trustees. However, the Audit Committee may not incur expenditure in excess of £1000 in any single financial year without the prior approval of the Board of Trustees.

### Purpose

With regard to the Trust, the Finance, Audit & Risk Committee is to maintain oversight of:

- Governance and internal control
- Risk management
- Financial management and value for money
- Premises Management
- Resource Management (including Human Resources)
- Internal and External audit
- Financial statements and annual reports.

In addition, the Committee will operate a Pay Review (Remuneration) function to receive, review and make decisions on the remuneration of senior trust executives (with the exception of the CEO) and Headteachers, as set out in the Pay Policy and Scheme of Delegation.

### Administration

The Finance, Audit & Risk Committee will meet prior to every Trust Board meeting. In addition, the following requirements will be met:

- The Chair of the Board of Trustees cannot be the Chair of the Finance, Audit & Risk Committee.
- The Chair of the Finance, Audit & Risk Committee will be a Trustee of the Trust
- The Accounting Officer, Director of Finance, Director of Operations and any other paid staff will have no voting rights and cannot Chair the Committee
- Agendas will be agreed in advance by the Chair of Audit Committee, with all required papers and reports circulated in advance of the meeting.

### The committee will monitor, evaluate and report on:

#### Finance

1. review an annual budget, ensuring resources are allocated in line with the trust's strategic priorities and curriculum plans
2. present the annual balanced budget to the trust board for approval
3. review and approve a realistic three-year financial plan, taking into account the trust's vision, known risks and opportunities
4. receive the trust's management accounts in order to monitor the trust's cash position and income and expenditure against the approved budget
5. review pupil number estimates (that underpin revenue projections) termly
6. report back to each meeting of the trust board, alerting them to potential problems and significant variations to the approved budget at the earliest opportunity
7. ensure that the trust board's approach to pay and benefits is transparent, proportionate and justifiable
8. comply with statutory requirements to publish trust staff rates of pay and benefits.
9. ensure that sufficient funds are allocated for staff pay increments
10. review and approve any adjustments to the trust's approved budget (subject to the scheme of delegation)
11. undertake detailed scrutiny and recommend approval of the school resource management self-assessment checklist annually
12. ensure that the trust's financial procedures are complied with
13. review and act upon any issues identified by benchmarking against similar trusts, internal or external scrutiny
14. ensure that the trust follows basic procurement rules and achieves best value for money when acquiring goods and services

#### Audit and risk

15. oversee and approve the trust's programme of internal scrutiny

16. support development and review of the trust's risk management policy, setting out the framework the trust has adopted for risk management
17. ensure that risks are being addressed appropriately through internal scrutiny
18. evaluate the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks and report this to the trust board
19. assess whether procedures are designed effectively and efficiently, and check whether agreed procedures have been followed
20. review the external auditor's plan each year
21. review the annual report and accounts
22. review the auditor's findings and actions taken by the trust's managers in response to those findings
23. review findings from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations
24. assess the effectiveness and resources of the external auditor – refer to section 4.17 of ATH
25. produce an annual report of the committee's conclusions on the above assessment to advise the board of trustees and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration
26. to seek assurance that the risks identified are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major accident
27. review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate
28. provide reports for each full trust board meeting, highlighting emerging risks or significant anomalies at the earliest opportunity
29. agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
30. agree who will perform the work
31. consider reports at each meeting from those carrying out the programme of internal scrutiny
32. consider progress in addressing recommendations
33. advise the Trust Board on the appointment of an external auditor
34. receive the external auditors' annual plan, annual report, and accounts and recommend appropriate actions to the trust board in response to the findings
35. to review the trust's insurance cover in compliance with its legal obligations
36. review the staffing structure of the trust, ensuring that it meets the requirements of the trust development plan, the curriculum and is affordable
37. ensure that safeguarding policies, procedures and training is effective and complies with the law at all times, having regard to statutory guidance [Keeping Children Safe in Education](#)

## Terms of Reference for Everychild Partnership Education Committee (NGA)

### Membership

At least 3 members comprising of:

- 3 members of Everychild Partnership Academy Trust Board of Trustees.

The Chair will be appointed by the Everychild Partnership Education Committee members.

In addition, a Clerk will be appointed to assist with the administration of the Committee. The CEO, Director of Education and members of the Executive Leadership Group will be required to attend via invitation, along with other staff as the need arises.

### Period of Office

The members of the Committee shall serve for a period of four years, and are eligible for re-election. Membership shall cease by:

- mutual agreement
- resignation as either a Trust Trustee or Trust Employee

### Meetings

The Committee will meet at least three times per year.

### Quorum

At least two members.

### Authority

The Education Committee is a Committee of the Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board.

### Purpose

With regard to the Trust, the Education Committee is to maintain oversight of:

- Monitoring and evaluating pupil progress and attainment
- quality of teaching,
- ensuring consistently high quality learning experiences
- delivery of a broad and balanced curriculum in keeping with the Trust's aims and vision
- meeting all pupil needs and legal requirements.
- Monitor and review the Trust Self-Evaluation document as a live and dynamic ongoing assessment of progress against areas for development

### Administration

The Education Committee will meet at least once per term, in advance of the Board of Trustees. In addition, the following requirements will be met:

- The Chair of the Board of Trustees cannot be the Chair of the Education Committee.
- The Chair of the Education Committee will be a Trustee of the Trust
- Any paid staff cannot Chair the Committee
- Agendas will be agreed in advance by the Chair of Education Committee, with all required papers and reports circulated in advance of the meeting.

## Duties

The duties of the Education Committee are to:

- Advise the Board of Trustees, holding LGBs to account on the adequacy and effectiveness of the areas highlighted within the Purpose;
- Report or make recommendations to the Board of Trustees on the school self-evaluation, the School Improvement Plan and the policies allocated to the LGB;
- take appropriate action on any relevant matter referred by the LGB.
- Monitor and review the Trust Self-Evaluation document and advise the Board of Trustees of progress against areas for development

## The committee will monitor, evaluate and report on:

### Curriculum matters

1. The curriculum and behaviour principles which apply to all academies in the trust.
2. How curriculum and behaviour principles are being implemented by academies in the trust and their impact on all pupils.
3. Curriculum and quality of education issues for all academies in the trust.
4. Curriculum enrichment throughout the trust.
5. Other curriculum issues such as spiritual, moral, social and cultural learning.

### Pupil achievement

1. Pupil achievement and standards throughout the trust, including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and pupils with English as an additional language.
2. The quality of teaching and learning throughout the trust, including performance and future performance trends and risks in relation to each academy.
3. Teaching capacity throughout the trust including the impact of continuing professional development on pupil achievement and standards.
4. How collaboration between academies in the trust and more widely is raising pupil achievement and wider outcomes.

### Wider outcomes

1. The trust-wide approach towards ensuring all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
2. The trust-wide approach to improving pupils' health, wellbeing and physical literacy.
3. The trust-wide approach to building the cultural capital of pupils.
4. The trust-wide approach to promoting British values and providing pupils with a global outlook.
5. Issues related to pupil discipline such as levels of exclusions across the trust.
6. Current and emerging patterns, trends and risks relating to attendance and behaviour for all academies in the trust.
7. Current and emerging patterns, trends and risks relating to pupil wellbeing for all academies in the trust.
8. Engaging pupils, parents and the wider community in promoting and improving educational performance and wider outcomes for all pupils throughout the trust.

## Job Description and Person Specification (NGA) - Trustee

<b>Job title:</b>	Trustee
<b>Location:</b>	<ul style="list-style-type: none"> <li>• Trust Board meetings to be held either virtually or at a Redhill or East Grinstead location.</li> <li>• Site visits to local Everychild Partnership schools as necessary</li> <li>• Site visit to Everychild Partnership Academy Trust office as necessary</li> <li>• Virtual means scheduled Teams meetings</li> </ul>
<b>Hours:</b>	<ul style="list-style-type: none"> <li>• Up to seven Trust Board meetings a year</li> <li>• Remote involvement via email/telephone</li> <li>• Regular review of reports and documentation</li> </ul>
<b>Salary range:</b>	Voluntary role
<b>Term of office:</b>	Four years

### **Role Purpose:**

Trustees work together to fulfil the purpose of the trust board:

- strategic leadership – defining the vision, fostering the trust’s culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- engagement – strategic oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements.

Previous employees are not eligible for appointment until a one year period has lapsed from the date they ceased employment.

Any potential appointment of a local authority associated Trustee/Member (eg an elected representative, council employee etc) should be done so, taking into account of the Articles of Association points 139 to 144.

## Job Description (Trustee)

### The trust board's strategic responsibilities

The trust board works closely with their senior executive leader. Senior executive leaders are responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- determining the mission, values and long-term ambitious vision for the trust
- deciding the principles that guide trust policies and approving key policies
- appointing and appraising the senior executive leader and making pay recommendations
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that stakeholders are involved, consulted and informed as appropriate
- ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust
- agreeing the trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

### Monitoring and evaluating trust performance

Trustees must monitor the priorities that have been set to ensure progress is being made by:

- measuring the trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies
- holding the senior executive leader to account for standards, financial probity and compliance with agreed policies
- evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of trust performance
- asking challenging questions of the senior executive leader in order to hold them to account
- ensuring that there are policies and procedures in place to deal with complaints effectively

### Contribution to the trust board

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- attending meetings (typically 6 full board meetings each year), reading papers and preparing questions for the senior executive leader in advance

- establishing and maintaining professional relationships with senior executive leaders and colleagues on the board of trustees
- getting to know schools within the trust, including visiting occasionally during school hours
- undertaking induction training and developing knowledge and skills on an ongoing basis

#### **Local governance arrangements**

- ensuring that the trust's governance structure meets the needs of the trust
- agreeing clear schemes of delegation, outlining the responsibilities delegated to the senior executive leader and the responsibilities of the board and LGBs
- ensuring effective communication channels are in place



### Eligibility and Legal Requirements:

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

- I am aged 18 or over at the date of this election or appointment
- I am not a registered pupil at the same school
- I do not already hold a Trustee or Member status at the same school
- I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000
- I am not subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
- I have not been removed from the office of charity trustee or trustee for a charity by the Charity Commission or Commissioners or High Court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of any body
- I am not disqualified from acting as a charity trustee;
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as “spent”);
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft;
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance;
- I am not an undischarged bankrupt;
- I am not the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced
- I have not made compositions or arrangements with my creditors from which I have not been discharged;
- I have not been removed from serving as a charity trustee, or been stopped from acting in a management position within a charity;
- I have not been disqualified from serving as a company Trustee;
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of a school;
- I am not subject to a direction of the of the Secretary of State under Section 128 of the Education and Skills Act 2008
- I have not been sentenced to three months or more in prison (without an option of a fine) in the five years before becoming a Trustee or since becoming a governor
- I have not received a prison sentence of two years or more in the 20 years before becoming a Trustee
- I have not at any time received a prison sentence of five years or more
- I have not been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a Trustee
- I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children.

## Job Description and Person Specification – Chair of Trust Board (NGA)

### Role purpose

To provide leadership to the trust board, ensuring that it fulfils its functions well, and to work closely with the CEO to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

### Leading governance

- ensure the board and CEO have a shared vision and sense of purpose
- ensure the board sets a clear vision and strategy for the trust
- lead the board in monitoring the implementation of the strategy
- set the culture of the board, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- ensure the board acts as a team
- collaborate with trust leaders to ensure that all levels of governance across the trust are effective and receive adequate governance professional support
- where required, represent the trust board in its dealings with external partners and be an advocate for the trust
- meet regularly with the chairs of LGBs (local governing bodies)
- report to the trust's members, in particular at the AGM

### Leading and developing the team

- ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled
- ensure a diverse team that reflects the communities served with a mix of new and experienced trustees and a variety of backgrounds
- ensure all trustees have a thorough understanding of their role and receive appropriate induction and training as required
- encourage the board, and individual trustees, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- ensure that trustees are involved and feel valued
- carry out a performance review of each trustee (or delegate this to the vice chair)
- encourage the development of trustees
- model and reinforce the board's agreed code of conduct
- develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs
- ensure that those governing at LGB level are also developed to govern well

### **Working with the CEO**

- build a professional relationship with the CEO that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the CEO
- ensure there are transparent and effective processes for the recruitment and induction of the CEO
- ensure appropriate trustee involvement in the recruitment of other executive leaders
- ensure all trustees concentrate on their strategic role and hold the CEO to account
- ensure that trust leaders provide information that allows the board to fulfil its function
- oversee and participate in the CEO's appraisal ensuring that appropriate continuing professional development (CPD) is provided
- ensure the workload and wellbeing of executive leaders is considered
- ensure the CEO provides staff with an understanding of the role of the trust board and acts as a link between the two
- play a lead role in any decision to suspend the CEO

### **Leading improvement**

- ensure the board is involved at a strategic level in the trust's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the trust's strategic priorities
- ensure the board has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes
- ensure the board has good knowledge of the schools and the work of the trust
- ensure there are mechanisms in place to listen to the views of parents, pupils and staff

### **Leading trust board business**

- ensure the trust board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- work with the governance professional and the CEO to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork
- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- ensure that decisions taken at the meetings of the trust board are implemented
- ensure that effective arrangements are in place for dealing with complaints made to the trust board under the adopted complaints procedure
- ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the trust

### **Person specification**

Candidates for the role of chair should be able to demonstrate a good number of the following skills and attributes:

- commitment to the trust and its mission
- personal integrity
- good understanding of the environment in which the trust is operating
- good understanding of the role and legal responsibilities of the board and trustees
- strong relationship-building and communication skills
- negotiation and diplomacy skills with the ability to have courageous conversations
- ability to think strategically and objectively, take the long view and prioritise
- capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk
- ability to chair meetings well, encouraging debate and facilitating decision-making
- ability to build and get the best out of a team while addressing any skills or experience gaps
- ability and willingness to delegate and trust others

## Job Description and Person Specification – Vice-Chair of Trust Board (NGA)

### **The role of vice chair**

The vice chair is important in sharing the leadership of the board, making the role of chair more manageable. The purpose of the role is to:

- act as a sounding board for the chair
- share tasks with the chair when agreed, ensuring a manageable workload
- be the chair's deputy in times of absence Vice chair

### **Duties**

The vice chair carries out all the duties that are expected of a trustee. In addition

- co-ordinating the induction of new governors/trustees
- evaluating skills audits and identifying board development needs
- being the point of contact for complaints directed to the board under an adopted procedure

### **Required skills, knowledge and behaviour**

The vice chair works in close partnership with the chair; they will need to develop a strong working relationship that is built on an understanding of one another's strengths and experience. This leads to efficient sharing of workload that increases the leadership capacity of the trust board. The vice chair needs to be able to act as chair for any meeting of the trust board, if required. In a period of extended absence, the vice chair also needs to be able to take on other responsibilities and duties normally performed by the chair. As such, the vice chair may need to undertake training or shadow the chair to ensure they are well prepared to step in.

## Job Description - Link Safeguarding & SEND Trustee

### Role Description

To lead on the Trust Board’s monitoring of Safeguarding and SEND arrangements.

The “Keeping Children Safe in Education” Statutory Guidance for schools and Colleges produced by the Department for Education defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Ensuring all pupils with SEND receive the support they need.

### Key Tasks (Safeguarding)

- To be familiar with current legislation on child protection and safer recruitment.
- The Safeguarding and SEND Trustee should be familiar with Everychild Partnership’s policies regarding Safeguarding, to include Looked After Children and Designated Teacher
- To act as a point of contact between the Trust Board and the LGB’s to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding and SEND agenda and that they are embedded within the ethos of our Trust.
- Liaise annually with the Link Governors regarding general child protection and broader safeguarding issues. To ensure that each LGB discusses the attainment of Looked After Children on a regular/annual basis.
- Undertake appropriate training on child protection/safeguarding and encourage other relevant stakeholders to attend.
- Assist in the monitoring of training and development undertaken by trustees to ensure at least one trustee on any recruitment and selection panel for senior staff/ leaders has successfully completed accredited Safer Recruitment training.
- Ability to articulate how governors and staff within the school, at all levels, have worked to create a strong, positive culture of safeguarding.
- To ensure that if schools within the Trust do not currently have any Looked After Children on roll, they are well prepared to meet their needs should the position change.

### Key Tasks (SEND)

- Be familiar with the Department for Education – Special Educational Needs and Disability Code of Practice: Statutory Guidance
- Keep up to date on developments in SEND nationally, locally and within each school.
- Be familiar with Everychild Partnership’s Inclusion Policy (incl SEND, EAL, CLA and G&T)
- Liaise annually with the Link Governors regarding SEND to understand how the responsibilities for SEND provision are led
- Meet with Trust Inclusion Leaders to find out about the provision across the schools and to keep the Education Committee informed of the effectiveness of the SAFs support to the pupils in order to maintain and raise standards.

## Terms of Reference for the Local Governing Body

# Everychild Partnership Academy Trust

## EVERYCHILD PARTNERSHIP ACADEMY TRUST (“the Trust”)

### TERMS OF REFERENCE FOR THE LOCAL GOVERNING BODY (“the Local Governing Body”) EFFECTIVE DATE: 24<sup>th</sup> November 2023

#### **PURPOSE**

Each school is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education. Whilst the Trustees of the Trust have overall responsibility and ultimate decision making authority for all the work of the Trust, and the standards achieved by the pupils and students of the schools, a Local Governing Body has been set up to ensure the vision of the Trust is fulfilled. The Local Governing Body is focused on the day to day life of the schools for which it has responsibility and is there to ensure the staff working in the schools are supported and challenged, when necessary, and the needs of the pupils and students are met.

The Local Governing Body represents the community and is responsible for all engagement with parents and the wider community. The Local Governing Body will assist the Trustees in the development of policy and strategy; advising on standards and target setting as well as daily life within the school and working with the Trust’s CEO and the senior leadership teams in the schools to secure the long term success of the school.

#### **MEETINGS**

The Local Governing Body shall meet six times a year, with an additional meeting for LGB self-evaluation.

#### **QUORUM**

The quorum for a meeting of the Local Governing Body is any three of the members of the Local Governing Body, or, where greater, any one third (rounded up to a whole number) of the total number of persons holding office on the Local Governing Body at the date of the meeting.

#### **RESPONSIBILITIES**

Responsibilities of Governors are specified within the Decision Matrix of the Everychild Partnership Scheme of Delegation, and summarised below.

#### **MEMBERSHIP**

The composition of the local board (subject to exceptions approved by the trust board) will be

- Headteacher (ex-officio)
- One staff member elected by the staff at the school
- Two parent members elected by parents at the school
- Six co-opted members nominated by the local board and approved by the trust

The role of those serving on the Local Governing Body is an important one, fulfilling the Trust’s mission and providing feedback to the Trustees of the Trust. Those serving on the Local Governing Body must act independently and in the best interest of the schools and the Trust, whilst recognising that the school is

part of a family of schools run by the Trust each with collective responsibility. They will act as ambassadors of the schools and the Trust and must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the schools, using their skills and experience and drawing on specialist skills where required.

Specific skills may be needed if a member of the Local Governing Body is to take responsibility for and lead on a specific area as part of a working part. A regular skills audit will be undertaken used to inform recruitment and identify and support development activities to improve members' knowledge and skills. Those serving on the Local Governing Body should expect to be able to articulate their contribution to the success of the schools.

The Local Governing Body will comply with any guidance issued from time to time by the Trust Board as to the composition of the Local Governing Body, the carrying out elections and any other matter affecting the functioning of the Local Governing Body, including the holding of meetings and the removal of Governors. Minutes of all meetings will be sent to the CEO, Conversely, in order to inform those serving at local level of the activities of the trust board, minutes will be shared with the LGB's. . Local governing body members may share their questions and comments via the termly chairs meetings with the CEO.

The responsibilities of the Local Governing Body are specified in the Decision Matrix within the Scheme of Delegation.

## **REVIEW**

In accordance with best practice, the Local Governing Body meets once a year to carry out a self-evaluation and to review the skills audit and matrix. In carrying out a regular review of the skills and experience available on the LGB allows the opportunity to seek to develop additional capacity and skills where required. The Trust Board will review these Terms of Reference on a regular basis and will support the work of the Local Governing Body.

## **THE GENERAL EQUALITY DUTY**

The schools must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Protected characteristics**

- Age (not pupils)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and Belief
- Sexual identity and orientation



## Job Description and Person Specification for Governors

# Everychild Partnership Academy Trust

Job title:	Everychild Partnership Governor serving on a Local Governing Body
Location:	<ul style="list-style-type: none"> <li>Local Governing Body meetings to be held at the relevant schools</li> <li>Site visits to local Everychild Partnership Academy Trust schools as necessary</li> <li>Virtual means (e.g. Zoom, Teams)</li> </ul>
Hours:	<ul style="list-style-type: none"> <li>Six Local Governing Body meetings a year.</li> <li>Annual self-evaluation LGB meeting</li> <li>Any additional/extraordinary meetings that may be required</li> <li>Remote involvement via email/telephone</li> <li>Regular reading and review of reports and documentation</li> <li>Linked visits (real or virtual)</li> <li>Development activities</li> </ul>
Salary range:	Voluntary
Term of office:	Four years

**Job purpose:** The Local Governing Body of a school or schools plays an active part in supporting the Head Teacher of the school, liaising as appropriate with the Trust’s CEO and the Trust Board more generally in relation to the oversight of the schools and the schools’ senior leadership teams.

Previous employees are not eligible for appointment until a one year period has lapsed from the date they ceased employment.

Appointments to the Local Governing Body will be made following the Scheme of Delegation.

## Job Description (Governors)

### Governance Support and Local Accountability

The role of those serving on a Local Governing Body is an important one, ensuring there is local accountability for the performance of the Trust and the schools and that the schools serve their communities. Those serving on a Local Governing Body are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the schools and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

The role of Governors is not a representative one, even if they have been elected by school parents. Governors are not expected to advocate for the views of groups of parents or any other stakeholders. People in the schools' community may of course express views to Governors from time to time. In this case Governors should listen and then raise the matter with the Head Teacher or the Chair.

The Local Governing Body has a collective authority and works for the benefit of the whole school community. Governors who have children at the school must not raise individual concerns with school staff while in this role. When discussing issues for their own children it must be understood by all that they are there in their capacity as a parent and not as a Governor.

## Responsibilities

*NGA research highlights the '4Ss' (safeguarding, SEND, standards and stakeholder engagement) detailed below as the minimum functions typically delegated to the local tier.*

### Safeguarding

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

### SEND

- Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENCO) as well as other stakeholders and the wider MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.

- Monitor the overall effectiveness of the school’s SEND provision, referring to pupil outcomes and other relevant data.

### **Standards**

- Ensure that the trust’s vision, ethos and strategy is adopted and applied by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust’s strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress, to ensure that the school is meeting its targets.
- Ensure that the trust’s curriculum is being provided to pupils in an appropriate manner for the school’s context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to the headteacher’s performance management process.

### **Stakeholder engagement**

- Consult stakeholders such as parents, staff and pupils, and use these insights to inform decision-making.
- Help stakeholders to understand the trust’s values and vision for the future.
- Provide the trust board with insight into the challenges and opportunities faced by the school’s local community.

### **Panels and committees**

When required, local governors may be expected to serve on panels as set out in the Scheme of Delegation.

### **Contribution to the LGB**

Local governors should ensure that they are making a positive and meaningful contribution to the LGB by:

- attending meetings, reading papers, and preparing questions for senior leaders in advance
- establishing and maintaining professional relationships with senior leaders and colleagues on the committee
- getting to know the school, including visiting the school occasionally during school hours
- attend school and trust functions (performances/sports days/prize-giving) as appropriate
- undertaking induction training and engaging in ongoing training and development

## Job Description – Chair of the Local Governing Body (LGB)

The Chair of the LGB is a leadership role that provides clear direction to the LGB who work as a team to challenge, support and contribute to the strategic leadership of the school in line with the Scheme of Delegation.

The Chair is elected annually as detailed in the Scheme of Delegation. The Chair must be approachable, readily accessible and ready to take issues and ideas raised by Governors seriously.

Local Governing Bodies in all types of schools should focus on their core functions:

- ensuring there is clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- understanding of the financial performance of the school
- ensuring the voices of stakeholders are heard

### **Strategic and leadership responsibilities**

The chair provides strategic leadership that allows governors to fulfil their functions by:

- ensuring that there are transparent and effective processes for recruiting and inducting a new Headteacher
- ensuring appropriate governor involvement in recruitment as set out in the Scheme of Delegation
- ensuring the LGB has good knowledge of the school(s) and has mechanisms in place to obtain and listen to the views of parents, pupils and staff
- ensuring that the LGB sets a clear vision and strategy for the school(s)
- ensuring that the LGB and headteacher have a shared vision and sense of purpose
- leading the LGB in monitoring the headteacher implementation of the strategy
- setting the culture of the LGB, balancing and valuing both the support and challenge responsibilities
- ensuring the LGB acts as a team
- ensuring that there is a succession plan for the chair, vice chair and any committee chairs

### **Wider leadership responsibilities**

The chair has wider leadership responsibilities associated with the role and status of lead governor on the LGB, such as:

- being a first point of contact and playing a role in employment matters as set out in the Scheme of Delegation
- represent the LGB at the trust Chairs and CEO forum and be an advocate for the school and trust
- where required, representing the LGB in its dealings with external partners and be an advocate for the school and trust
- attend school events as appropriate and encourage other governors to do so

### **Developing the team**

LGB's needs a range of skills and knowledge to carry out their functions effectively. It is the responsibility of the board's chair to:

- ensure the board has the required skills and commitment to govern well, and that appointments made fill any identified skills gaps and ensure a diverse team
- ensure all members of the board have a thorough understanding of their role and receive appropriate induction and ongoing development as required
- ensure that board members are involved, feel valued and encourage their development
- ensure members of the board act reasonably and in line with the board's agreed code of conduct
- develop a good working relationship with the vice chair, keeping them fully informed and delegating tasks as appropriate

### **Working with school leaders**

Chairs and school leaders (headteachers in schools) must develop effective working practices which are mutually supportive. It is the responsibility of chair to:

- ensure that the LGB fulfils its duty of care to the headteacher, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their wellbeing
- ensure all board members concentrate on their strategic role and hold the headteacher to account
- build and encourage a professional relationship with the headteacher which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the headteacher
- oversee and participate in the headteacher performance review, as per the Scheme of Delegation.
- ensure that the headteacher provides staff with an understanding of the role of the LGB and acts as link between the two

### **Influencing improvement and achieving outcomes**

The board's activities should be focused on school improvement and achieving the best outcomes for pupils. The chair of the board is expected to:

- ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the strategic priorities and in line with the delegated responsibilities set out in the Scheme of Delegation
- collaborate with school leaders to ensure the board has the information it needs to monitor the implementation of policies; pupil attainment and progress and the financial health and sustainability of the school
- evaluate and question information in order to identify appropriate actions, modelling this approach for other board members
- take the lead in representing the LGB at relevant external meetings with agencies such as Ofsted, the DfE and the local authority

### **Leading LGB business**

Chairs are responsible for the smooth and effective running of board meetings and so are required to:

- ensure that the LGB, alongside the Trust Board (referring to the Scheme of Delegation) appoints a professional clerk capable of advising the board on its functions and relevant procedure
- work alongside the Company Secretary to ensure that a development and appraisal process is in place for the clerk that includes a conversation about the pay and remuneration they receive

- work with the clerk and the headteacher to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reduce unnecessary paperwork
- chair meetings effectively and promote an open culture on the LGB that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- collaborate with the clerk to establish effective working procedures and sound committee structures
- ensure that decisions taken at the meetings of the LGB are implemented
- ensure that complaints made to the LGB are dealt with in a timely and effective manner through the adopted complaints procedure

## Job Description – Vice-Chair of the Local Governing Body (LGB)

The role of the Vice- chair of the LGB is to support the Chair’s leadership role in providing clear direction to the LGB who work as a team to challenge, support and contribute to the strategic leadership of the school. The Vice-Chair should shadow the work of the Chair, to enable a smooth transition to take on the role of Chair in their absence.

The Vice-Chair should work closely with the Chair and be familiar with the job description of the Chair as detailed in this Handbook.

The Vice-Chair is also responsible for supporting the recruitment, induction, training and development of Governors.

## Mentor for a new Governor

### **Role**

A Governor Mentor should have two main objectives:

- To provide on-going support and information to the new governor
- To develop a committed and valued member of the LGB

### **Initial support**

The Governor Mentor must ensure that the new Governor has a copy of the Induction receives answers to any questions they have.

In conjunction with the Clerk, the Governor Mentor will discuss the following with the new governor:

General expectations of governors

- Training opportunities and expectations (particularly induction training)
- The Everychild Partnership Governor Job Description
- The meeting schedule, to reinforce expected time commitments and to demonstrate how the governors work with the school during the year
- A typical full LGB meeting agenda, to demonstrate how this normally works
- Everychild Partnership's guidance on the type of questions for governors to ask and the invitation to submit strategic questions in advance of meetings
- National standards and expectations, alongside the school's performance, to clarify aspirations as shown in the most recent headteachers report.
- Lead Governor roles and their contribution to the function of the LGB, to identify any areas where the new governor's skills can be put to use
- Opportunities to shadow a governor visit

Mentoring should reinforce the value of governors asking probing questions, even those that may seem obvious. Contact between the new governor and mentor could include face-to-face discussions, telephone calls and electronic discussions. Both parties should agree the level of contact to ensure that this is not onerous for either individual. It is vital to provide relevant information and advice at a pace that will support the new governor rather than overwhelm them.

### **Ongoing support**

After these initial discussions, it is beneficial for the mentor to speak with the new governor before and after:

- Full LGB meetings and committee meetings
- Activities such as governor visits

This will allow the new governor to ask questions, and the Mentor to provide any relevant feedback.



## Introduction and general principles of Link Governors

All Local Governing Bodies (LGBs) should have a Chair and Vice-Chair of Governors. In addition, governing bodies should appoint individual governors to have oversight of specific areas of responsibility as set out further in this document.

This handbook contains some “role descriptions” for governors taking on such a role. Please note that the roles and key tasks are not exhaustive – there may be other roles that governors take on, which are particularly relevant to each school.

Everychild Partnership Trust board and local governing bodies aim to recruit members who have a range of skills and experience to provide balanced and robust challenge and support. This means that while reviewing the skills matrix for the both the board and the LGB, certain skills may be identified as being beneficial in providing advice, context to enable effective questioning and assist in decision making. However, when considering the skills listed in the audit, it is important to understand that governance is a ‘thinking’ not a ‘doing’ role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focused discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff’s job: Management must be left to the school leadership team.

Effective link governors will be invaluable in asking good questions about their specified area, to support leaders in their evaluation and decision making.

There are 8 suggested link governors (5 of which link to the five strands of the School Improvement Plan)

## Safeguarding Governor (NGA) (including Looked After Children)

### Role Description

The “Keeping Children Safe in Education” Statutory Guidance for schools and Colleges produced by the Department for Education defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Providing for pupils’ spiritual, moral, social and cultural (SMSC) development is a statutory requirement for all schools. Provision for SMSC should link closely to each school’s ethos and values, and the broad and balanced curriculum that it aims to provide.

Part of the role of the Governor will be to challenge and ensure that each school provides a safe, supportive environment for all pupils, and that it enables them to participate in school life, and to develop the skills and attitudes that will prepare them for life in a diverse society.

Another part of the role is to be a champion for Looked After Children in each school on behalf of your LGB, to be familiar with Everychild Partnership’s policy for Looked After Children and to help ensure that they remain high of your LGB’s agenda.

Your role is to act as a critical friend to your schools to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory LGB responsibilities and that the safeguarding agenda is embedded within the ethos of our Trust.

### Role purpose

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices. Governing boards must appoint a governor or trustee to take leadership responsibility for their school or trust’s safeguarding arrangements. The appointed governor should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.

### Work with the designated safeguarding lead

The designated safeguarding lead (DSL) is a senior member of the school/trust leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding governor is the board’s main point of contact with the DSL and so they should:

1. build an effective relationship with the DSL that allows for appropriate support and challenge

2. arrange monitoring visits with the DSL to learn about the school or trust's context and how this influences the approach to safeguarding through discussion with the DSL (and other stakeholders within the school community),
3. understand the school/trust's safeguarding strengths and areas for development
4. meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
5. use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
6. ensure the DSL has received the training they need and is well supported to carry out their role
7. talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil
8. Understand how safeguarding works in practice

The safeguarding governor should be aware of the legal duties that schools, and their governing boards, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

1. reading and understanding Keeping Children Safe in Education (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all governors and trustees)
2. building a knowledge and understanding of the school or trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
3. observing (through arranged visits) how the culture of safeguarding is working within the school
4. understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety)
5. using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
6. using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children

All governors and trustees must receive appropriate safeguarding and child protection training (that includes online safety).

*The NGA advises that this should form part of your board's induction programme and take place regularly thereafter; they recommend that boards engage in safeguarding training on an annual basis.*

### **Report to the board and keep them up to date**

As the board's specialist on safeguarding and child protection, the safeguarding link governor should:

1. stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities
2. report to the governing board following monitoring meetings with the DSL and any visits
3. interactions with staff and pupils
4. ensure safeguarding is given suitable coverage and prominence within the board's strategic discussions
5. feed in to governing board discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school/trust procedures and culture
6. ensure that the results of safeguarding audits are shared with the board and any concerns addressed
7. support the board's oversight of the school/trust record of pre-appointment checks (the single central record); often this oversight comes from DSL reports to the board (not through the board directly administering the record)

## Suggested questions to ask

- Does each school have a Safeguarding Policy and procedures in place that are in accordance with DfE guidance and is the policy made available to parents on request?
- Does each school operate safe recruitment procedures and are all appropriate checks carried out on new staff and volunteers who will work with children?
- How are child protection/safeguarding issues monitored?
- Are staff aware of the procedure that needs to be followed when they have concerns about child protection?
- Have staff and governors received appropriate child protection/safeguarding training?
- Do we run E-Safety awareness training for staff, governors, pupils and parents?
- Does each school have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with the guidance of the Board of Trustees and locally agreed inter-agency procedures?
- Is there a senior member of each school's leadership team designated to take lead responsibility for dealing with safeguarding issues and does that individual provide advice and support to all staff, liaise with the Local Authority and work with other agencies?
- Does each Designated Safeguarding Lead undertake specified safeguarding training? Is this training refreshed at 2-yearly intervals to keep his/her knowledge and skills up-to-date?
- Does your LGB set clear priorities for safeguarding and promoting the welfare of children and explicitly state these in key policy documents?
- Does your LGB demonstrate a culture of listening to and engaging the views of children in appropriate ways to their age and understanding and take account of those views in individual decisions and in the development and improvement of services or the organisation?
- Does your LGB remedy any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to its attention without delay?
- Does your LGB ensure that the individual carrying out the role of the named governor is not a member of school staff?
- Is a member of your LGB (usually the Chair) nominated to be responsible for liaising with the Board of Trustees and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Headteacher?
- Does your LGB review its policies and procedures annually and does it complete the annual Safeguarding Checklist provide by their Local Authority about how duties have been discharged?
- Is your LGB aware of its role and responsibilities under the current OFSTED inspection framework in tackling bullying in and outside of each Academy setting?
- How many Looked After Children are there in each school and in what year groups?
- Which other local authorities are involved?
- What is the attainment and progress made by Looked After Children who are currently, or have been, on roll within the past twelve months in relation to all children at each school?
- Do any Looked After Children have any Special Educational Needs or Disability (SEND)? If so, how are their needs being met?
- Is the pattern of attendance and exclusions for Looked After Children different to that of all children? If so, what action has been taken to address this?
- Are there any issues arising from Personal Education Plans (PEPs)?
- Are any Looked After Children identified as more able and how are their needs being met?
- How does each school work with their LA's Virtual School team?
- Do any of our school's policies impact on Looked After Children and if so, how is this negated? (charging for educational visits and extended Academy activities)

## Disadvantaged/Pupil Premium Governor

The role of a pupil premium link governor will involve analysis of the following two areas of the management of each Academy:

- The allocation of resources and consequent audit trail
- Narrowing attainment gaps between disadvantaged pupils and other pupils

### Key Tasks

- Understand relevant school pupil performance data that shows progress of different groups over time.
- Be familiar with the concept of the Pupil Premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the Premium.
- Become familiar with each school's Pupil Premium Policy.
- Know basic Pupil Premium facts for each school; how many pupils attract the Premium, how this figure compares with other local and similar schools, how the money is spent.
- Understand relevant school pupil performance data that shows progress of different groups over time.
- Assist in the monitoring of Pupil Premium spending, ensuring the money is spent in identifiable ways to support target groups of pupils.
- Assist in the monitoring of how Pupil Premium spending on target groups is impacting.
- Meet with the Special Educational Needs and Disability Co-ordinator (SENDCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for Pupil Premium.
- Assist in monitoring the attainment of different groups of pupils over time to provide evidence of how Pupil Premium pupils are progressing compared with others.
- Challenge the allocation of the Pupil Premium Grant if there is no clear audit trail evidencing appropriate use of the resources.
- Take an active part in any LGB discussions when the allocation and monitoring of the Pupil Premium is discussed and decided.
- Report back to your LGB on each school's use of the Pupil Premium.
- Visiting each school to find out about Pupil Premium expenditure.

### Suggested questions to ask

- How effective is each school's Pupil Premium Policy in supporting the target groups?
- How confident are you that the Pupil Premium Grant is spent appropriately on the intended target groups?
- Is the Pupil Premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the Pupil Premium decided?
- What is the Pupil Premium used for?
- How is the progress of different groups of pupils monitored so that each school can identify any underperforming groups?
- Are there groups of pupils whose attainment falls behind others?

- How does the attainment of Pupil Premium pupils as a group compare with others?
- What would you say are the main challenges in the use of the Pupil Premium and how is each school working to overcome them?
- What benefits can you see from the allocation of the Pupil Premium Grant?
- Is there anything that your LGB should be aware of that could help each school gain the maximum advantage from the Pupil Premium Grant?

## School Improvement Plan Link Governor (Assessment for Learning)

### Role

To keep the LGB informed of standards achieved and the resource needs of the curriculum area in order to support the school leadership team to maintain and raise standards.

### Key tasks

- Meet with relevant spotlight leaders at the beginning of the spotlight to gain an understanding of the aims.
- Discuss with the leaders which of the annual School Improvement Plan success criteria the spotlight is addressing.
- Meet 3 times a term with the spotlight leader to become informed on current standards across the key stages and how the aim to raise standards is reflected within the School Improvement Plans
- Plan meetings to allow regular feedback to the Local Governing Body.
- Attend relevant training where appropriate.
- Review Everychild Partnership Key Performance Indicators against relevant schools recent outcomes at EYFS, KS1 and KS2;
- Keep up to date with Everychild Partnership Standards key performance indicators, school targets and pupil outcomes at all key stages nationally, attainment and progress, Ofsted Inspection criteria and relevant DfE guidance, policy and practice impacting on Everychild Partnership Academy Trust and academies locally

### Suggested questions to ask

- What issues arise from schools self-evaluation that relate to outcomes for pupils and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does outcomes for learners contribute to achieving statutory and other targets?
- How is pupil progress monitored and assessed and how well do pupils know their individual targets?
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?

## School Improvement Plan Link Governor (Leadership)

### Role

To keep the LGB informed of the effectiveness of leadership and the impact this has in maintaining and raising standards.

### Key tasks

- Meet with relevant spotlight leaders at the beginning of the spotlight to gain an understanding of the aims.
- Discuss with the leaders which of the annual School Improvement Plan success criteria the spotlight is addressing.
- To work alongside the leaders to ensure effective monitoring of progress of the designated spotlight. (3 times over a full term).
- Plan meetings to allow regular feedback to the Local Governing Body.
- Attend relevant training where appropriate.

### Suggested questions to ask

- What issues arise from schools self-evaluation that relate to leadership and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does the quality of leadership contribute to achieving statutory and other targets?
- How is the effectiveness of leadership evaluated? Is the effectiveness the same at all levels of leadership – eg middle leadership?
- How do leaders, at all levels, evidence their impact?
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?



## School Improvement Plan Link Governor (Pedagogy & Curriculum)

### Role

To keep the LGB informed of the quality of pedagogy and curriculum in order to support leadership to maintain and raise standards.

### Key tasks

- Meet with relevant spotlight leaders at the beginning of the spotlight to gain an understanding of the aims.
- Discuss with the leaders which of the annual School Improvement Plan success criteria the spotlight is addressing.
- To work alongside the leaders to ensure effective monitoring of progress of the designated spotlight. (3 times over a full term).
- Plan meetings to allow regular feedback to the Local Governing Body.
- Attend relevant training where appropriate.

### Suggested questions to ask

- What issues arise from schools self-evaluation that relate to the quality of the pedagogy and curriculum SIP Strand?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does the quality of pedagogy and curriculum contribute to achieving statutory and other targets?
- What evidence do leaders use to judge the quality of pedagogy and curriculum?
- How is pupil progress monitored and assessed and how well do pupils know their individual targets?
- How do leaders monitor the impact of pedagogy and curriculums on learning?
- How do leaders know that their judgements are aligned? (Quality assurance?)
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?

## School Improvement Plan Link Governor (Student & Family Support (SAFS) (including SEND)

### Role

To keep the LGB informed of standards achieved and, with senior leaders, review the effectiveness of the SAFS support to the pupils in order to maintain and raise standards. This will include developing and maintain an awareness of Special Educational Needs and Disability (SEND) provision in each school on behalf of your LGB.

### Key tasks

- Meet with relevant spotlight leaders at the beginning of the spotlight to gain an understanding of the aims.
- Discuss with the leaders which of the annual School Improvement Plan success criteria the spotlight is addressing.
- Be familiar with the Department for Education – Special Educational Needs and Disability Code of Practice: Statutory Guidance
- Keep up to date on developments in SEND nationally, locally and within each school.
- Be familiar with Everychild Partnership’s Inclusion Policy (incl SEND, EAL, CLA and G&T) and beinvolved in its development and review.
- Meet each schools Special Educations Needs and Disability Co-ordinator (SENDCO) on a termly basis to find out about the provision made for pupils in each school and to monitor the implementation of the Inclusion Policy (incl SEND, EAL, CLA and Most Able).
- Understand how the responsibilities for SEND provision are led and shared within each school.
- Assist in ensuring the Inclusion Policy (incl SEND, EAL, CLA and Most Able) is linked to each school Improvement Plan and the budget setting process.
- Encourage your LGB to ensure that all schools policies are consistent with the aims of the Inclusion Policy (incl SEND, EAL, CLA and Most Able).
- Visit each school to observe how pupils with SEND are actively involved the all aspects of school life.
- Discuss with the SENDCO and other staff the outcomes of each school’s monitoring and evaluation of the progress and attainment of pupils with SEND.
- Report back to your LGB on agreed indicators to be reported on by each school.
- Ensure that each school website publicises the required information regarding SEND provision in their school.
- To work alongside the leaders to ensure effective monitoring of progress of the designated spotlight. (3 times over a full term).
- Plan meetings to allow regular feedback to the Local Governing Body.
- Attend relevant training where appropriate.

## Suggested questions to ask

- What issues arise from schools self-evaluation that relate to Student & Family Support and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does Student & Family Support contribute to achieving statutory and other targets?
- How is Student and Family Support monitored and assessed and how well do pupils know their individual targets?
- How do leaders monitor Student & Family Support, including incidents of poor behaviour, and address any trends arising?
- How do leaders utilise other services to support Student & Family Support?
- What are the current trends of internal exclusions/external exclusions? What strategies are being implemented to address these?
- What is the profile of pupils with SEND?
- How much time does the SENDCO have for this role?
- How many staff work wholly or partly with pupils with SEND? What induction/training do they receive?
- What resources are available for SEND and how are they deployed?
- How accessible are our schools' building and grounds?
- How accessible is the curriculum for SEND pupils, including Academy visits and trips?
- What are the attendance/exclusion figures for pupils with SEND?
- What are the outcomes (attainment and progress) for pupils with SEND?
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?

## School Improvement Plan Link Governor (Learning Environment)

### Role

- To keep the LGB informed of the quality of the learning environments in order to support leadership to maintain and raise standards.
- To be the named EVC Governor aware of their responsibilities as explained in National Guidance([www.oeapng.info](http://www.oeapng.info))

### Key tasks

- Meet with relevant spotlight leaders at the beginning of the spotlight to gain an understanding of the aims.
- Discuss with the leaders which of the annual School Improvement Plan success criteria the spotlight is addressing.
- To work alongside the leaders to ensure effective monitoring of progress of the designated spotlight. (3 times over a full term).
- Plan meetings to allow regular feedback to the Local Governing Body.
- Attend relevant training where appropriate.

### EVC Governor Checklist

- To ensure there is a trained EVC in place who meets employer requirements.
- To be aware of the LGB responsibilities as explained in National guidance and the schools policy.
- To be aware of all the responsibilities this entails.
- To have received training to understand the guidance provided.
- To ensure visits are included on LGB meeting agendas.
- To ensure all visits are planned in accordance with the trust and schools policies.
- To be aware of which visits may require LGB specific approval or involvement as a ‘critical friend’
- To ensure suitable and sufficient emergency procedures are in place.
- To be aware that the named governor may be involved in adjudicating parental complaints or dealing with an emergency.
- To ensure there are clear written policies regarding charging and remissions for visits which meet legal and employer requirements.

### Suggested questions to ask

- What issues arise from schools self-evaluation that relate to the quality of the learning environment and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does the quality of the learning environment contribute to achieving statutory and other targets?
- What evidence do leaders use to judge the quality of the learning environment?
- How do leaders monitor the impact of the learning environment?
- How do leaders know that their judgements are aligned? (Quality assurance?)
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?

## Premises, Health and Safety Governor

### Role

To keep the LGB informed of health and safety standards, and with senior leaders, review the effectiveness of health and safety in order to maintain and raise standards.

### Key tasks

- Meet with relevant leaders (Headteachers, Director of Operations and Premises Manager) at the beginning of the academic year to gain an understanding of the aim of the role.
- To work alongside the leaders to ensure Headteachers have effectively reviewed
  - Health and Safety training
  - Risk Assessments
  - Educational Visits
  - Health and Safety Policy
- To work alongside the leaders to ensure the Trust Business Manager and Premises Manager have effectively reviewed
  - Buildings
  - Equipment
  - Materials
  - Processes and procedures in relation to Health and Safety Regulations
  - monitoring processes in relation to statutory regulations
  - the allocation of resources to meet Health and Safety requirements
- Work alongside leaders to ensure staff and pupils are not exposed to unacceptable risks and that significant risks are controlled.
- Plan meetings to allow regular feedback to the Local Governing Body to include a brief summary report tabled in a full governing body meeting.
- Attend relevant training where appropriate.


### Suggested questions to ask

- What issues arise from schools self-evaluation that relate to health and safety processes and procedures and what plans do we have to address them?
- What progress are we making towards implementing plans and how will we assess the impact?
- In what particular ways does health and safety contribute to achieving statutory and other targets?
- What areas of staff development are currently being addressed through continuing professional development?
- How does each school communicate with and involve parents?

## Trust Self-Evaluation

<b>Strategic leadership</b> 1. Setting direction 2. Culture, values and ethos 3. Decision-making 4. Collaborative working and civic responsibility 5. Risk management	<b>Accountability</b> 6. Educational improvement 7. Analysis of data 8. Financial frameworks/ accountability 9. Financial management 10. Staffing and performance management 11. External accountability	<b>People and structures</b> 12. Building an effective team 13. Structures of governance	<b>Compliance</b> 14. Statutory and contractual requirements	<b>Evaluation</b> 15. Self-review 16. Board effectiveness
--	--	--	---	---

### THE ASSURANCE FRAMEWORK FOR TRUST GOVERNANCE

Element (board competence)	Questions to consider	(Red) Weak looks like:	(Green) Strong looks like:	Current rating and evidence
<b>1. Setting direction</b>	Does the board have a strategy? How consistent is the trust's strategy with the organisation's purpose and values, and responsibilities for long-term success? Does the strategy include an ambition to contribute to wider system capacity and the common good? Is there a balance between the focus on immediate issues and long-term success?	The Board: <ul style="list-style-type: none"> <li>• Is too involved and/or lost in the operational detail</li> <li>• Has no strategy</li> <li>• Is led by the executive</li> <li>• Has an undue focus on short-term time horizons</li> </ul>	The Board: <ul style="list-style-type: none"> <li>• Thinks strategically</li> <li>• Sets direction</li> <li>• Agrees a strategy</li> <li>• Plans, prioritises, monitors progress</li> <li>• Focuses on sustainability with a long-term orientation</li> </ul>	 R → AR → AG → G R

<p><b>2. Culture, values and ethos</b></p>	<p>Does the board have a clear and shared understanding of the behaviours it expects from others?</p> <p>To what extent is the board's own way of operating a reflection of the values the organisation is promoting? Can we give good and bad examples?</p> <p>How does the board articulate and communicate what it considers to be acceptable operational practices?</p> <p>What behaviours are being driven when setting strategy and financial targets?</p> <p>What does the workforce say about the 'tone from the top'?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Decisions and behaviours do not align with the organisation's stated values and ethos</li> <li>→ Does not test the alignment between culture, values and operational processes AND/OR does not know what the workforce thinks about tone from the top.</li> <li>→ Fails to recognise the consequences of running the organisation based on self-interest and other poor ethical standards</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Determines organisational values and culture</li> <li>→ Ensures conduct and operation of the Board and wider organisation embodies culture, values, ethos</li> <li>→ Ensures that policy and practice align with the organisation's culture, values and ethos</li> <li>→ Has evidence from the workforce</li> </ul>	
--	--	---	--	--

Element (board competence)	Questions to consider	(Red) Weak looks like:	(Green) Strong looks like:	Current rating and evidence
<p><b>3. Decision-making</b></p>	<p>Have relevant members of the executive team been invited to explain the issues at the earlier stages, enabling all trustees/directors to share concerns or challenge assumptions well before the point of decision?</p> <p>Does the board have a well-established process for identifying, and does it understand the reporting arrangements for related party transactions?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ takes decisions that result in financial or other material benefits for members/trustees/directors, their family or friends</li> <li>→ Fails to put aside vested or personal interests to make decisions that are in the best interests of all pupils/students</li> <li>→ Attempts to avoid external scrutiny or reporting</li> <li>→ Fails to listen to and act upon concerns that are raised</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Takes decisions in an open and transparent manner and in the public interest</li> <li>→ Takes decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias</li> <li>→ Knows when to seek advice</li> <li>→ Is comfortable submitting itself to external scrutiny</li> <li>→ Is truthful in its actions, decision and reporting and demonstrates the highest standards of public life</li> </ul>	<p>→ AR → AG → G</p>



Element (board competence)	Questions to consider	(Red) Weak looks like:	(Green) Strong looks like:	Current rating and evidence
4. Collaborative working and civic responsibility	<p>Has the board sought input from stakeholders to be comfortable that it has a rounded view on decisions?</p> <p>Can the board explain how the impact on key stakeholders has been taken into account?</p> <p>Does the board understand its wider civic responsibilities and work in partnership to build relations across the local education community?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Is disconnected from the parent body and the community</li> <li>Is isolationist</li> <li>Is reticent and/or secretive</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Understands views/needs of parents, carers and the community</li> <li>Enables productive relationships</li> <li>Builds trust and shared ownership</li> <li>Works in partnership with other civic actors to advance education for the public good</li> <li>Is credible, open and honest</li> </ul>	<p>→ AR → AG → G</p>
5. Risk management	<p>Does the board have a clear idea of the key risks the organisation faces and is it satisfied that enough mitigation is in place?</p> <p>Is risk discussed as a core part of every decision?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Treats the risk register as a static document to be reviewed perhaps once a year</li> <li>Focuses excessively on risk mitigation OR gives insufficient attention to risk</li> </ul> <p>Has a compliance mindset and fails to treat risk as part of the decision-making process</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Knows the principles and processes of risk management</li> <li>Identifies, evaluates and monitors risk</li> <li>Ensures risks are aligned with strategic priorities</li> <li>Avoids conflicts of interest</li> </ul>	



Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
6. Educational improvement	<p>Does the board understand the importance and impact of high quality teaching to improving outcomes?</p> <p>Does the board know and understand the organisation's curriculum philosophy, the rationale for this and the importance of a broad and balanced curriculum?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Has insufficient knowledge and ability to test underlying assumptions about the process of improvement and is unable to challenge effectively</li> <li>→ Has insufficient knowledge and ability to test underlying assumptions about the curriculum and is unable to challenge</li> <li>→ Fails to challenge a lack of openness by the executive</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Sets clear expectations re the process of improvement and intended outcomes</li> <li>→ Defines the range and format of information and data needed in order to hold executive leaders to account</li> <li>→ Understands the curriculum design and intent and can rigorously question implementation and impact</li> </ul>	

Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
7. Analysis of data	<p>Does the board know and understand how pupil attainment and progress data are collected, quality assured and monitored across the organisation?</p> <p>Is the board monitoring the impact on workload?</p> <p>Does the board know the performance of the schools in the trust compared with similar schools locally and nationally?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Has insufficient knowledge about published data and/or assessment data to test underlying assumptions and is unable to challenge effectively</li> <li>→ Has inadequate information or analysis/poor quality papers/insufficient notices</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Uses published data to understand which areas of performance need improvement</li> <li>→ Questions the executive on whether they are collecting the right data</li> <li>→ Challenges leaders re purposeful, efficient and valid assessment data</li> </ul>	
8. Financial frameworks/ accountability	<p>Does the board have in place financial policies and procedures including mechanisms for ensuring financial accountability?</p> <p>Does the board have strong internal control processes to ensure propriety and value for public money?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Has insufficient knowledge about financial framework or accountability to test underlying assumptions and is unable to challenge effectively</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Ensures integrity of financial information received by the board</li> <li>→ Establishes robust financial controls</li> <li>→ Is rigorous in questioning whether enough is being done to drive efficiency</li> </ul>	

Element (board competence)	Questions to consider	(Red) Weak looks like:	(Green) Strong looks like:	Current rating and evidence
	Does the board know how the financial health and efficiency of the organisation compares with similar organisations locally and nationally?	<ul style="list-style-type: none"> <li>→ Has insufficient or no financial controls in place</li> <li>→ Has inadequate information or analysis/poor quality papers/insufficient notices</li> </ul>	and align budgets to educational priorities	
9. Financial management	<p>Does the board have a process for resource allocation focussing allocations on impact and outcomes?</p> <p>Does the board have a viable financial strategy and plan which ensure sustainability and solvency?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Has no process for, or attention to resource allocation</li> <li>→ Has insufficient financial knowledge and is unable to challenge effectively</li> <li>→ Has inadequate information or analysis/poor quality papers/insufficient notices</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Assimilates financial implications of priorities and use this to make decisions about funding</li> <li>→ Interprets financial data and asks informed questions about income, expenditure and resource allocation and alignment with the strategic plan priorities</li> </ul>	

10. Staffing and performance management	Does the board know the organisation's annual expenditure on staff and is benchmarked?	The Board:	The Board: <ul style="list-style-type: none"> <li>Ensures that the staffing and leadership structures</li> </ul>	
---	--	------------	---	--

Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
	<p>Does the board know how staff are recruited to the organisation and how this compares to good recruitment and retention practice?</p> <p>Does the board set or sign off the performance management framework in line with strategic goals and priorities and how this links to the criteria for staff pay, progression, objective setting and development planning?</p> <p>Is there a robust process for setting executive pay and is it benchmarked and evidence-based?</p> <p>Does the board treat people as a strategic asset?</p>	<ul style="list-style-type: none"> <li>Has not considered staffing and leadership structures</li> <li>Has not ensured human resource policies are in place</li> <li>Does not link pay considerations to funding or the spending plan</li> <li>Does not have a robust process for setting executive pay and/or the executive is involved in consideration of their own pay</li> </ul>	<ul style="list-style-type: none"> <li>are fit for purpose and benchmarked</li> <li>Takes responsibility for pay policy</li> <li>Considers implication of pay decisions in the context of the spending plan</li> <li>Takes responsibility for a robust and evidence-based process for setting executive pay</li> </ul>	
11. External accountability	Does the board know and understand the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, ESFA etc.) and what is required by way of evidence?	The Board: <ul style="list-style-type: none"> <li>Avoids accountability and/or blames someone else (government or regulators)</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Ensures systems are in place to meet the demands of scrutiny</li> <li>Ensures the board is accessible and answerable</li> </ul>	

Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
		<ul style="list-style-type: none"> <li>Ducks responsibility to challenge leaders on counter-productive behaviours which sets low standards</li> </ul>	<ul style="list-style-type: none"> <li>to parents, carers and the community</li> <li>Uses relevant data/information to present verbal and written responses to external scrutiny</li> </ul>	

<p>12. <b>Building an effective team</b></p>	<p>Does the board foster a culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm?</p> <p>Does the board understand the role of the governance professional as in-house counsel and advisor?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Is characterised by absence of trust — factions, cliques, personal attacks, dominant personality or group <b>OR</b> is characterised by fear of conflict — seeks artificial harmony rather than constructive debate <b>OR</b> is dominated by complacent or intransigent attitudes</li> <li>→ The board does not have an accredited clerk or governance</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>→ Is honest, reflective and self-critical</li> <li>→ Demonstrates professional ethics, values and sound judgement</li> <li>→ Recognises the importance and status of the clerk/governance professional role in advising the board</li> </ul>	
--	---	---	---	--

Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
		<p>professional — may use the executive's PA</p> <ul style="list-style-type: none"> <li>→ <b>OR</b> the clerk/governance professional has no status or value other than as the minute-taker</li> </ul>		

<p><b>13. Structures of governance</b></p>	<p>Does the board understand its role, responsibilities and accountabilities, particularly in relation to being the employer and duties under Company Law and Charity Law?</p> <p>Is there significant separation across the governance structure?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Does not understand its roles and responsibilities and operates as if it were the governing body in a maintained system</li> <li>Encroaches into operational activity and transgresses the boundary between executive and non-executive roles</li> <li>Has no separation between Members and Trustees/Directors or between Trustees/Directors and academy committees</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Understands its roles and responsibilities, particularly as the employer and under Company Law, Charity Law and the regulatory environment</li> <li>Designs a governance and committee structure that is fit for purpose and appropriate to the scale and complexity of the organisation</li> <li>Understands the role of the executive</li> <li>Has clear separation at all tiers of governance</li> </ul>	<p>☐</p>
<p><b>Element (board competence)</b></p>	<p><b>Questions to consider</b></p>	<p><b>(Red) Weak looks like</b></p>	<p><b>(Green) Strong looks like</b></p>	<p><b>Current rating and evidence</b></p>
<p>☐</p>	<p>☐</p>	<ul style="list-style-type: none"> <li>Has no scheme of delegation and/or does not understand where decisions are made</li> </ul>	<ul style="list-style-type: none"> <li>Has a robust scheme of delegation</li> </ul>	<p>☐</p>
<p><b>14. Statutory/contractual requirements</b></p>	<p>Does the board understand the legal frameworks and context in which the organisation operates and the requirements with which it must comply?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Does not know or understand its legal responsibilities and accountabilities</li> <li>Is non-compliant in one or more ways</li> <li>Fails to seek specialist help and advice</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Knows its legal responsibilities and accountabilities</li> <li>Identifies when specialist advice may be required</li> <li>Identifies non-compliance</li> </ul>	<p>☐</p>
<p><b>15. Self-review</b></p>	<p>Does the board understand its corporate strengths and weaknesses?</p> <p>Does it take action to address weaknesses through recruitment, support and/or training?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Is inward-facing</li> <li>Has no process for self-review</li> <li>Does not evaluate the impact of individual contributions to effective governance</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Is outward-facing and focused on learning from others to improve practice</li> <li>Demonstrates the agreed values and culture of the organisation and what impact individual contribution is making to effective governance</li> </ul>	<p>☐</p>



Element (board competence)	Questions to consider	(Red) Weak looks like	(Green) Strong looks like	Current rating and evidence
			<ul style="list-style-type: none"> <li>Undertakes annual self-review including individual evaluation to ensure each trustee/director continues to contribute effectively.</li> </ul>	
<b>16. Board effectiveness</b>	<p>Has the board undertaken independent external evaluation?</p> <p>Does the board encourage a culture of external/peer review to open the organisation up to independent scrutiny as part of continuous improvement?</p> <p>How does the board assess and measure the <i>impact</i> of its decisions on financial performance and the <i>impact</i> on outcomes for children, young people and communities (impact governance)?</p>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Focuses on process not outcomes</li> <li>Is suspicious of external evaluation or scrutiny</li> <li>Is defensive and/or rejects feedback from external scrutiny</li> </ul>	<p>The Board:</p> <ul style="list-style-type: none"> <li>Evaluates the impact of its decisions on pupil outcomes</li> <li>Utilises feedback from external scrutiny to inform decisions about its development</li> <li>Undertakes annual evaluation taking into consideration composition, diversity and how effectively members work together corporately to achieve objectives.</li> </ul>	

## Trust Skills Audit

Please tick to indicate how confident you are in the following areas:

SKILL	PROFESSIONAL-LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Strategic planning				
Setting a vision, values and goals				
Public sector or charity governance				
Knowledge of the education sector				
Teamwork and collaborative decision making				
Communication skills				
Financial management				
Fundraising/income generation				
Human resources				
Performance management				
Data analysis				
Legal skills				
Health and safety				
Premises management				

SKILL	PROFESSIONAL-LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Curriculum and assessment				
Safeguarding				
Special educational needs and disabilities (SEND)				
Approving and monitoring the implementation of policies				
Compliance				
Marketing/public relations				
Procurement				
ICT or technology skills				
Further or higher education				
Knowledge of the local community				

Taken from The Key



## Local Governing Body Self-Evaluation

Strand	Feature	Emerging	Developing	Established	Leading
<b>Governance A</b>	<b>Vision and values which focus on learning and achievement are clearly articulated and impact on the climate and culture of the school</b>	<p>Vision and values are rarely documented or displayed in the school.</p> <p>Few governors can recount the vision and values or connect them to the curriculum.</p> <p>Vision and values may be shared in school but have few links to learning and achievement or to the functioning of the governing body.</p>	<p>Vision and values are documented and displayed in the school.</p> <p>Some governors can articulate the vision and values but their recall and ownership is inconsistent.</p> <p>Vision and values refer directly to learning and achievement and sometimes impact on the governing body's functioning.</p>	<p>Vision and values are well articulated and consistently refreshed across the school in displays and collective events.</p> <p>Most governors can talk about vision and values and how they support and implement them.</p> <p>Governors can make reference to the ways vision and values impact on the functioning and effectiveness of the governing body.</p>	<p>Vision and values are represented in school displays and communications in imaginative ways to engage and involve the school community.</p> <p>Almost all governors can readily articulate how the vision and values are represented in the curriculum and impact on day to day learning and relationships in the school.</p> <p>Governors, leaders, teachers and learners consistently discuss values and plan for how they can contribute to personal development, school culture and achievement.</p>
<b>Governance B</b>	<b>Distributed governance and leadership is evident throughout the school with clearly defined roles and responsibilities and effective delegation</b>	<p>There is little distribution of roles within the governing body and those that are defined have little clarity of responsibility or planned impact.</p> <p>Meetings are loosely organised with agendas that may lack focus on learning issues and rarely lead to targeted action or follow up by leaders or governors.</p> <p>Teamwork is fragmented in the governing body, with little or no opportunity for individual governors to affect decisions.</p>	<p>Leadership is distributed within the governing body with most roles defined clearly, and a general expectation of impact on school leadership.</p> <p>Meetings have defined agendas and result in planned leadership actions to address learning priorities. Some actions are followed up in subsequent meetings to check impact.</p> <p>Teamwork is centrally coordinated to avoid duplication or gaps and most governors feel they are involved in relevant decisions.</p>	<p>Leadership is clearly distributed within the governing body with well-defined roles linked to school leadership and improvement priorities.</p> <p>Meeting agendas are designed collaboratively and result in precise actions owned by named governors. All actions are followed through in subsequent meetings which share feedback to inform next steps</p> <p>Teamwork is centrally coordinated and led by governors with colleagues being fully involved and engaged.</p>	<p>Clearly distributed leadership roles include learners, governors and some parents who all contribute to continuous improvement.</p> <p>Governors are confident in advocating challenge and alternative ideas. They feel empowered to organise and run effective meetings using specific strategies for action planning and following through to triangulate evidence of their successes.</p> <p>Teamwork, owned by the participating governors, is highly effective and adapted to the needs of issues to maximise impact.</p>
<b>Governance C</b>	<b>All governors have regular opportunities to work in committees to deepen their involvement in aspects of strategic support and challenge for school performance</b>	<p>The great majority of governors' meeting time is absorbed with administration and non-learning issues. Where school performance questions arise, time is largely spent discussing them rather than exploring leaders' action plans to resolve them.</p> <p>Committees sometimes meet to explore school performance and strategically action plan but there is little follow through to check the impact of any agreed steps.</p>	<p>Regular committee meetings focus on the school's performance and the needs of learners and explore action plans to promote improved progress.</p> <p>Actions from committee meetings are followed up to evaluate their impact, but this does not always lead to adaptation or new strategies being implemented by governors or leaders.</p>	<p>A schedule of committee meetings is designed for the year and reliably implemented, focusing on targeted school performance issues and groups of learners leading to precise action planning by leaders.</p> <p>All actions from meetings are evaluated with evidence and leaders are held to account for adapting them if they are not making the impact sought.</p>	<p>Committees are well established and a part of the culture of school achievement, each focused on the specific needs of current school performance priorities and specific learning challenges that have been identified.</p> <p>Governors support and challenge leaders to ensure that planned actions are likely to be effective, and evaluate together to check that they have been. Governors and leaders hold each other to account for adapting strategies when evaluation shows that more impact is needed.</p>
<b>Governance D</b>	<b>The governing body functions effectively to monitor, evaluate and strategically improve the curriculum and school performance</b>	<p>Little consideration is given to the effectiveness of the school's curriculum and its organisation and their contribution to overall school performance.</p> <p>Governors or committees have little contact with individual leaders and monitoring largely relies on periodic reports. Plans for further improvement are presented for general discussion.</p>	<p>Governors raise questions about the strengths and limitations of the school's curriculum and its organisation and monitor efforts to improve them.</p> <p>Governors and committees have identified roles for the monitoring and evaluation of the curriculum and school performance. Governors seek reports from relevant leaders and question their plans for further improvement.</p>	<p>Governors and leaders regularly review specific aspects of the school's curriculum and resulting performance. Governors question the causal reasons for any underperformance identified.</p> <p>Individual governors and committees have established communication channels with leaders to maintain dialogue about curriculum and school performance needs and the impact of improvement work.</p>	<p>Governors and leaders create a cycle of curriculum and linked school performance review to explore the effectiveness of provision. The factors contributing to both strengths and vulnerabilities are fully explored and strategic actions agreed to address challenges.</p> <p>Individual governors and committees maintain regular dialogue with relevant leaders to monitor the impact of provision changes and challenge rates of improvement, where needed.</p>

<p><b>Governance E</b></p>	<p><b>Governors have an accurate picture of the effectiveness of learning and teaching and ensure that leadership strategies to improve it are based on assessment information</b></p>	<p>Governors receive some data periodically but are unsure as to its reliability. Leaders' assessment information is not adequate for judging the effectiveness of learning and teaching.</p> <p>Reported self-evaluation is inconsistent and based on opinion rather than evidence. Predictions of future performance cannot be substantiated. The governing body does not challenge this.</p> <p>Governors' knowledge of the effectiveness of learning and teaching is not accurate or up to date.</p> <p>Governors may not realise that strategies to improve the quality of learning and teaching are underdeveloped and/or unrealistic.</p>	<p>Governors receive regular data but rarely question it to test that it is valid or accurate and cannot link it to verified performance information</p> <p>Self-evaluation is reported to governors. It is consistent and based on a solid evidence base. Predictions of future performance may be overly optimistic considering past performance and/or other contextual factors. Governors question this.</p> <p>A few governors can talk about the progress and performance of the school based on the information they have been given.</p> <p>Governors are assured that strategies to improve the quality of learning and teaching are relevant and accept this.</p>	<p>Through questioning and historical information governors know that leaders have valid and reliable data that give an accurate picture of the attainment and progress of learners.</p> <p>Governors are involved in self-evaluation processes that are consultative and accurate, making good use of performance data, staff, and parent and learner feedback. Predictions of future performance are ambitious but achievable.</p> <p>Governors can talk confidently about the progress and performance of the school and key groups together with improvements over time.</p> <p>Governors hold leaders to account for their clear vision and detailed strategies to improve the quality of learning and teaching.</p>	<p>Governors regularly test the validity of the school's data through questioning and review of supporting evidence, including external comparisons, with leaders.</p> <p>Governors have programmed a year-round process of self-evaluation with leaders which makes excellent use of stakeholder opinion, performance data and impact assessment data. This produces accurate assessments of current performance and reliable predictions about levels and rates of improvement.</p> <p>Governors can talk confidently about the progress and performance of the school and key groups and leaders' response to challenge from the governing body.</p> <p>The whole school community is enthused and inspired by the school's vision and strategies to improve the quality of learning and teaching. Challenging targets are used across the school to secure an unrelenting focus on helping children achieve</p>
<p><b>Governance F</b></p>	<p><b>Governors ensure that the school's improvement plan(s) have precise objectives and clear accountabilities that are regularly reviewed</b></p>	<p>The school uses little data to inform its self-evaluation. As a result the school improvement plan is based on where the school believes itself to be rather than its true starting point.</p> <p>A school improvement plan is in place, but it is disconnected from priorities and/or is vague in allocating responsibilities and/or clarity of tasks and timescales. Governors have little knowledge of the objectives.</p> <p>The school does not review progress against objective regularly or seek external validation of its approach to evaluation or improvement.</p>	<p>Leaders use data to drive self-evaluation and define appropriate, broad improvement priorities.</p> <p>School improvement objectives are largely identified by senior leaders. Monitoring occurs only occasionally with limited evaluation of impact made or documented. Governors maintain a general overview of this.</p> <p>The school has secured external validation, but the impact of the work in these areas is no longer sustained or having an impact on learner outcomes.</p>	<p>Governors, staff and teams play a role in developing the school improvement plan and regularly reviewing the school-wide achievement data and available qualitative feedback.</p> <p>Governors know the clear and precise objectives in improvement plan(s) for which they hold leaders to account and monitor continuous improvement.</p> <p>Governors ensure that the school has secured external validation of its self-evaluation and improvement.</p>	<p>The culture of the school involves staff, learners, families and governors working collaboratively to evaluate school performance and develop the school improvement plan.</p> <p>Governors can talk about how leaders, staff and learners take ownership of improvement objectives, evaluating their contribution on a frequent basis.</p> <p>Governors and leaders actively seeks external validation of the school's evaluation and improvement in all areas of school life.</p>



<p><b>Governance G</b></p>	<p><b>A high accountability culture ensures that governors work with staff and learners to recognise their efforts and successes</b></p>	<p>Senior leaders rarely hold themselves or others to account for improvement actions and performance impact. Governors do not realise this or do not take action.</p> <p>Governors understand that recognition of efforts and successes is an important aspect of reaching the school's vision, values and objectives but rarely demonstrate this.</p>	<p>Senior leaders hold themselves to account for improvement but this is limited by the extent of accountability of other leaders and teachers. Governors explore this with senior leaders and prompt further development.</p> <p>Governors understand that recognition of efforts and successes is important and celebrate individual and group achievements on a regular basis.</p>	<p>All governors, leaders and teachers hold themselves to account for actions and impact on school achievement.</p> <p>Governors, leaders and staff work collaboratively to recognise their successes and link these to the school's vision, values and objectives.</p>	<p>All leaders, staff, governors and some learners hold themselves to account for impact on school achievement, regularly reviewing their effectiveness and adapting their actions in response.</p> <p>Governors, leaders, staff and learners can articulate what they do to achieve the school vision. Recognition of achievements is evident throughout the school environment. This process promotes a positive culture of achievement.</p>
<p><b>Governance H</b></p>	<p><b>Governors and leaders within the school are adept at managing change and developing the overall capacity of staff</b></p>	<p>The governing body and headteacher attempt to address school challenges with little evidence of clear systems or processes.</p> <p>The headteacher directs and monitors change efforts, but may not involve governors meaningfully.</p> <p>The governing body and headteacher plan for and allocate resource for the change management process but with little or no evidence of follow through.</p>	<p>The governing body and headteacher address school challenges systematically but have few planned strategies to manage and follow through the changes needed, resulting in limited impact.</p> <p>The headteacher and leadership team coordinate other staff and resources towards the general needs identified. Governors are informed about plans and actions.</p> <p>The governing body and headteacher work to build the capacity of all staff by distributing leadership. However, roles and responsibilities may not be sufficiently clear and coordinated and are not consistently followed through.</p>	<p>Governors, leaders and staff work collaboratively to address school challenges creating clear and effective processes which are implemented and followed through to check impact.</p> <p>Governors check that staff take ownership for managing change when challenges arise and are empowered by the leaders to do so as a result of distributed structures.</p> <p>Collaborative planning, monitoring and evaluation of school wide initiatives are a part of the school culture. Governors, leaders and most staff take responsibility for continuous reflection.</p>	<p>Governors and leaders formulate and adapt plans that are finely tuned to take account of the views and capacities of all stakeholders as well as the practicalities of resources and timing. This creates a continuous improvement cycle that overcomes barriers to achieving the school's vision, values and objectives.</p> <p>Governors support and challenge transformational leaders in the school.</p> <p>A culture exists that supports growth and development personally, professionally, and organisationally across the system. Risk-taking and failure are seen as opportunities for growth. There is a sense of urgency and responsibility among all stakeholders for achieving outcomes.</p>

## Local Governing Body Skills Audit

This skills and experience audit should be used to inform both governing body and individual training/development needs, and the recruitment of new governors. The skills and experiences below do not represent an exhaustive list but should be seen in the context of the Department for Education (DfE) Competency Framework for Governance, January 2017 and what this represents in terms of the DfE view of competencies required in effective governing bodies in 2020.

When completing this audit, as an individual governor, please be realistic about your skills and experiences and mindful that we all share, as governors, a commitment to our own professional development. Where we have individual or collective gaps in our knowledge, skills and experiences, we will aim to fill them through engaging in further development and training and when vacancies arise through informed recruitment of new governors.

Skill/Experience	Little/no experience	Competent	High Level	Evidence
Governance of a school				
Director of a public company				
Trustee of a registered charity				
Chairing a committee/group				
Leadership Experience				
Knowledge of educational in schools				
Strategic thinking & planning				
Data analysis and effective questions				
Analytical thinking and problem solving				

Oversight and ensuring accountability				
Self-evaluation and review at organisational level				
Achieving value for money and financial effectiveness				
Financial management and budgeting				
Personnel/Human Resources				
Appraisal/performance management and performance related pay				
Marketing and promotion of organisations and causes				
Risk management inc. Health & Safety, security etc				
Compliance – ensuring operation within legal frameworks				
Working as part of a team				

## Monitoring Visit Proforma for Trustees & Governors

<b>Everychild Partnership Academy Trust</b>		
<b>Trustee &amp; Governor Monitoring Evaluations</b>		
<b>Academic Year:</b>		
<b>Key Improvement Area:</b>		
<b>Year Goal:</b>		
<b>Spotlight / Focus area period:</b>		
<b>Spotlight / Focus:</b>		
<b>Visit/Meeting Report</b>		
<b>Trustee:</b>		
<b>How this focus area is being monitored?</b>		
<b>Relevant dates:</b>		
<b>Key aspects of plan</b>	<b>Success Measures Agreed</b>	<b>RAG Evaluation</b>
<b>General comments</b>		

## Application Form for Trustees (The Key)

### DATA PROTECTION NOTICE

Throughout this form we ask for some personal data about you. We will only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:

- You have given us your consent
- We must process it to comply with our legal obligations

### DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that is considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

If you are going to be involved in regulated activity, the DBS check will include a barred list check.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the Trust’s privacy notice.

**Do you have a DBS certificate?:** Yes No Date of check:

If you have lived or worked outside of the UK in the last 5 years the Trust may require additional information in order to comply with ‘safer recruitment’ requirements. If you answer ‘yes’ to the question below, we may contact you for additional information in due course.

**Have you lived or worked outside of the UK in the last [5 years]?:** Yes No

Your position as member, trustee or governor will be conditional on the satisfactory completion of the necessary pre-employment checks.

We will not ask for any criminal records information until we have received the results of a DBS check. Any convictions listed on a DBS check will be considered on a case-by-case basis.

Applicants should be aware of the following circumstances which might prevent them from being appointed as a member, trustee or governor:

- Inclusion in the list of those unsuitable to work with children
- Have been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a member, trustee or governor or since becoming a member, trustee or governor
- Have received a prison sentence of 2 and a half years or more in the 20 years before becoming a governor
- Have received a prison sentence of 5 years or more
- Have been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a member, trustee or governor

#### SECTION 128 CHECK

The Trust will carry out a section 128 check. A person issued with a section 128 direction under the Education and Skills Act 2008 is prohibited or restricted from taking part in the management of a school.

This includes members, trustees, and governors on local governing bodies who have been delegated any management responsibilities.

#### RIGHT TO WORK IN THE UK AND OTHER CHECKS

The trust will carry out checks to confirm your right to work in the UK, and any other checks deemed necessary where you have lived or worked outside of the UK.

#### SIGN AND DATE

Name (please print):

Sign:

Date:



## Instructions

Please complete all sections of this form using black ink or type.

The sections of this application form that include your personal details will be detached prior to shortlisting.

This is to ensure that your application is dealt with objectively.

Applications will only be accepted if they are completed in full.

Applications can be returned by email, or by post.

## Personal details and eligibility

PERSONAL DETAILS	
<b>Title</b>	
<b>Name</b>	
<b>Address</b>	
<b>Phone number</b>	
<b>Email address</b>	

### Eligibility

I confirm that I:

- Am aged over 18
- Am not a current pupil at the school
- Am not the subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order, an interim debt relief restrictions order or an undischarged sequestration
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been disqualified from holding office as a governor
- Have not been removed from office as an elected governor within the last 5 years

If a **parent governor**, I also confirm that I am not:

- An elected member of the local authority
- Paid to work at the school for more than 500 hours in a year

If a **local authority governor**, I also confirm that I am not a member of the school staff.

If a **partnership governor**, I also confirm that I am not:

- A parent of registered pupils

- A staff member
- An elected member of the local authority
- Employed by the local authority in connection with their education functions

Please sign and date to indicate that you have read, and agree to this information:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that I:

- Am aged over 18
- Am not a current pupil at the school
- Have not been declared bankrupt
- Am not the subject of a bankruptcy restrictions order or an interim order
- Have not been disqualified from holding office as a governor
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity

Please sign and date to indicate that you have read, and agree to this information:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Education, employment and training

### EDUCATION AND EMPLOYMENT

**Please give details of relevant education or training courses**

#### **Current employment**

*Please state your employer, role, length of time in role and a summary of responsibilities.*

#### **Relevant previous employment**

#### **Other relevant interests and experience**

*This may include any hobbies, volunteering and charity work, personal interests or achievements that may help you become an effective Trustee.*

## About you

### A BIT MORE ABOUT YOU

(if you are applying for the role of an elected parent, these statements will be published as part of the election process)

**Why would you like to become a Trustee?**

**Why would you like to become a Trustee at our Trust in particular?**

**What skills can you bring to the role?**

## References

Please provide two personal references. (They cannot be related to you).

REFEREE 1	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	
<b>Email address</b>	

REFEREE 2	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	
<b>Email address</b>	

## Application Form for Governors (The Key)

### DATA PROTECTION NOTICE

Throughout this form we ask for some personal data about you. We will only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:

- You have given us your consent
- We must process it to comply with our legal obligations

### DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that is considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

If you are going to be involved in regulated activity, the DBS check will include a barred list check.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the Trust’s privacy notice.

**Do you have a DBS certificate?:** Yes No Date of check:

If you have lived or worked outside of the UK in the last 5 years the Trust may require additional information in order to comply with ‘safer recruitment’ requirements. If you answer ‘yes’ to the question below, we may contact you for additional information in due course.

**Have you lived or worked outside of the UK in the last [5 years]?:** Yes No

Your position as member, trustee or governor will be conditional on the satisfactory completion of the necessary pre-employment checks.

We will not ask for any criminal records information until we have received the results of a DBS check. Any convictions listed on a DBS check will be considered on a case-by-case basis.

Applicants should be aware of the following circumstances which might prevent them from being appointed as a member, trustee or governor:

- Inclusion in the list of those unsuitable to work with children
- Have been sentenced to 3 months or more in prison (without the option of a fine) in the 5 years before becoming a member, trustee or governor or since becoming a member, trustee or governor
- Have received a prison sentence of 2 and a half years or more in the 20 years before becoming a governor
- Have received a prison sentence of 5 years or more
- Have been fined for causing a nuisance or disturbance on school premises during the 5 years prior to or since appointment or election as a member, trustee or governor

#### SECTION 128 CHECK

The Trust will carry out a section 128 check. A person issued with a section 128 direction under the Education and Skills Act 2008 is prohibited or restricted from taking part in the management of a school.

This includes members, trustees, and governors on local governing bodies who have been delegated any management responsibilities.

#### SIGN AND DATE

Name (please print):

Sign:

Date:

## Instructions

Please complete all sections of this form using black ink or type.

The sections of this application form that include your personal details will be detached prior to shortlisting.

This is to ensure that your application is dealt with objectively.

Applications will only be accepted if they are completed in full.

Applications can be returned by email, or by post.

## Personal details and eligibility

PERSONAL DETAILS	
<b>Title</b>	
<b>Name</b>	
<b>Address</b>	
<b>Phone number</b>	
<b>Email address</b>	

### Eligibility

I confirm that I:

- Am aged over 18
- Am not a current pupil at the school
- Am not the subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order, an interim debt relief restrictions order or an undischarged sequestration
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been disqualified from holding office as a governor
- Have not been removed from office as an elected governor within the last 5 years

If a **parent governor**, I also confirm that I am not:

- An elected member of the local authority
- Paid to work at the school for more than 500 hours in a year

If a **local authority governor**, I also confirm that I am not a member of the school staff.

If a **partnership governor**, I also confirm that I am not:

- A parent of registered pupils



- A staff member
- An elected member of the local authority
- Employed by the local authority in connection with their education functions

Please sign and date to indicate that you have read, and agree to this information:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that I:

- Am aged over 18
- Am not a current pupil at the school
- Have not been declared bankrupt
- Am not the subject of a bankruptcy restrictions order or an interim order
- Have not been disqualified from holding office as a governor
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity

Please sign and date to indicate that you have read, and agree to this information:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Education, employment and training

### EDUCATION AND EMPLOYMENT

**Please give details of relevant education or training courses**

#### **Current employment**

*Please state your employer, role, length of time in role and a summary of responsibilities.*

#### **Relevant previous employment**

#### **Other relevant interests and experience**

*This may include any hobbies, volunteering and charity work, personal interests or achievements that may help you become an effective school governor.*

## About you

### A BIT MORE ABOUT YOU

(if you are applying for the role of an elected parent, these statements will be published as part of the election process)

**Why would you like to become a governor?**

**Why would you like to become a governor at our school in particular?**

**What skills can you bring to the role?**

## References

Please provide two personal references. (They cannot be related to you).

REFEREE 1	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	
<b>Email address</b>	

REFEREE 2	
<b>Name</b>	
<b>Job title</b>	
<b>Relationship to applicant</b>	
<b>Phone number</b>	
<b>Email address</b>	

## Governor Skills audit

Please tick to indicate how confident you are in the following areas:

Skill/Experience	Little/no experience	Competent	High Level	Evidence
Governance of a school				
Director of a public company				
Trustee of a registered charity				
Chairing a committee/group				
Leadership Experience				
Knowledge of educational in schools				
Strategic thinking & planning				
Data analysis and effective questions				
Analytical thinking and problem solving				
Oversight and ensuring accountability				
Self-evaluation and review at organisational level				

Achieving value for money and financial effectiveness				
Financial management and budgeting				
Personnel/Human Resources				
Appraisal/performance management and performance related pay				
Marketing and promotion of organisations and causes				
Risk management inc. Health & Safety, security etc				
Compliance – ensuring operation within legal frameworks				
Working as part of a team				

## Trustee Recruitment Processes

Under Point 50 of the Articles of Association, the Members may appoint by ordinary resolution up to 15 Trustees.

It is important that Everychild Partnership Trust has the right people on the Trust Board. In order to capitalise on people's expertise and experience the Board needs a broad, balanced and focused mix of skills in order to be a highly effective Board of Trustees with the ability to challenge and support the Trust and the schools within.

- Trustees are recruited through either a trustee recruitment programme (including Inspiring Governance) or expertise being identified and recommended.
- Potential trustees are then invited to meet with both the Chair of the Trust Board and the CEO to highlight compatibility and alignment.
- Should all parties wish to proceed, the potential trustee will:
  - complete an application form, a skills audit, along with providing two references
- The Clerk will take up the references.
- The Chair having received the references, will decide whether to recommend the potential trustee to the next Trust Board meeting and complete the Chairs recommendation proforma and send to the Clerk.
- The Clerk will distribute the application and Chairs recommendation to the Trust Board a week in advance of a Trust Board meeting.
- The Trust Board conduct an election on the appointment of the potential trustee.
- Initial trustee appointments are then sent to the Members Board for approval at the next available meeting, or by Special Resolution.
- The Clerk will send a welcome letter to the new Trustee on completion of the Members approval and is sent to the Chair for information purposes.
- The Clerk will then inform the legal support team for Companies House update.
- The Clerk will update GIAS with the new appointment
- The Clerk will request a bio from the new Trustee for inclusion on the website and publish accordingly.

### Policies and procedures adopted for the induction and training of trustees

The new trustee undertakes an induction period with the Chair, or Vice-Chair, they are provided with a new multi academy trust handbook (published by the National Governance Association) when they register with the NGA as a new Trustee and undertake all relevant training as required.

All trustees and governors are DBS checked and undertake safeguarding training and prevent training. Any new trustees also receive the NGA's Trustee Guide. Further training to support GDPR compliance is available via Judicium e-learning portal. More specific training to support expertise coverage across the trust and the local governing body is via The National College, National Governance Association Learning Links and Strictly Education.





## Chairs Recommendation Proforma

### For the attention of the Everychild Partnership Trust Board

Name of Chair Recommending	
Governor Appointment Name	
Name of LGB/School	
<p>Following the trust prescribed recruitment process, I am recommending [name] for appointment to the local governing board at [school].</p> <p>I attached a copy of her completed application form and confirm that I have taken up and received two satisfactory references, as well as having met them in person with the Headteacher.</p> <p><b>Chair to complete reasons for the recommendations, the skills the proposed Governor can bring to the role and their relevant experience.</b></p>	