

**Hope** Learning  
Trust York

A photograph of two young students, a boy and a girl, sitting at a desk in a classroom. They are both wearing dark school uniforms with white shirts and red and white striped ties. The boy is on the left, looking towards the right with a smile. The girl is on the right, also smiling. They are holding pens over open books on the desk. The background is slightly blurred, showing a bookshelf with a book titled 'ROYAL'. The overall lighting is bright and positive.

A PLACE TO  
**thrive**

A GUIDE FOR GOVERNORS

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# Dear colleagues

On behalf of the of the Hope Learning Trust, York, we are providing this handbook for governors serving on the Local Governing Committees (LGCs) of our schools. We want to thank you for your commitment to making the Trust a place where our children and young people can thrive.

We are an emerging Church of England Trust established on 1 April 2015, that serves both church and community schools. The Trust has come a long way in a relatively short time; yet there is still much to do and to develop. We have drawn on our experience as a single academy since 2011 and each member school brings with it experience and valuable wisdom which can help to shape our life together.

Nationally there are around 1,000 trusts each of which is on a journey of discovery and development – we are no exception. In establishing the Trust we believe local governance is a vital tool for establishing local expressions of our vision. The local governors, while different in function

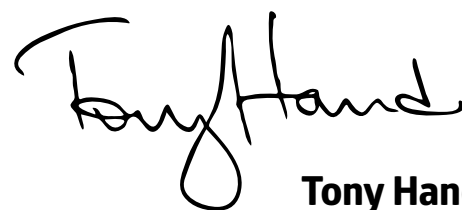
and level of responsibility from that of a traditional governing body, provide support for their local school and especially its leadership to help ensure the whole learning community continues to provide outstanding education to those in its care.

Our trustees are encouraged to visit every school to help inform their strategic vision and decision making. However, day to day it is expected that local governors know all aspects of the life of their schools and if Ofsted calls then the LGC is counted as part of the leadership and management of the school. I know that the leader of each school would welcome you to see them in operation and hope that you will make good use of these opportunities throughout each academic year.

Within the handbook you will find the Seven Principles of Public Life outlining the character of both the governors and trustees. It also provides a handy reference point for how LGCs should operate. These principles are laid out in more detail in our Articles of Association of the Trust and the outworkings are shown in the Scheme of Delegation for each school. To help ensure that these effectively shape our work together we are committed to training all our governors and trustees to ensure they are confident in their responsibilities and that the resources needed to fulfil these responsibilities are provided.

All of this work is carried out by volunteers and we are grateful for each and every person who gives tirelessly to the ongoing education of our 2,500 young people. Thank you for the difference your contribution makes in serving our schools and allowing the Trust to grow.

Best wishes



**Tony Hand**

Chair of the Hope Learning Trust, York  
on behalf of the Trust Board

# Hope Learning Trust, York – A place to thrive

Hope Learning Trust, York is a growing multi-academy trust for both primary and secondary schools. It is a Church of England trust established to bring together church and community schools.

The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritually.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

We also recognise that governance is crucial in ensuring our children and young people get the best education, so across the Trust, we support and develop highly effective local governance.

## About this handbook

This handbook is designed to give both general advice on school governance and advice and information specific to the Hope Learning Trust, York. It should be read in conjunction with the Articles of Association of the Hope Learning Trust itself, the Scheme of Delegation for the appropriate school, and does not replace guidance published from time to time by the Department of Education (DfE), the Education Funding Agency (EFA) or Ofsted.

Many of you are already experienced school governors or are employed in schools, so will be familiar with governance, but perhaps not with the specific requirements of being a LGC or Trust Board member (or both). This handbook is intended as an introduction and a reference guide whatever your current role and level of experience. Inevitably, elements will state the obvious for some of you, but we hope that you will find some of the information useful.

The Hope Learning Trust, York believes that effective governance should be local, taking into account knowledge of the whole school community and therefore the delegation of responsibilities to LGCs is deliberately wide. The best outcome for governance of all of our schools will depend upon communication and collaboration, not intervention. This principle is central to the Trust's vision of providing environments where children and young people can thrive.

Hope is a Church of England multi-academy trust. Church schools have been integral to the ministry and mission of the Church for 200 years. Long before "the state" offered free education, the Church had placed itself at the heart of disadvantaged communities and offered education for the betterment of local citizens.

The development of school academies is the latest step in providing continuing educational excellence within a distinctively Christian and fully inclusive ethos.

The Hope Learning Trust, which was first established in 2015, is growing steadily. It operates from its head office at Vale of York Academy, York.

## The Vision

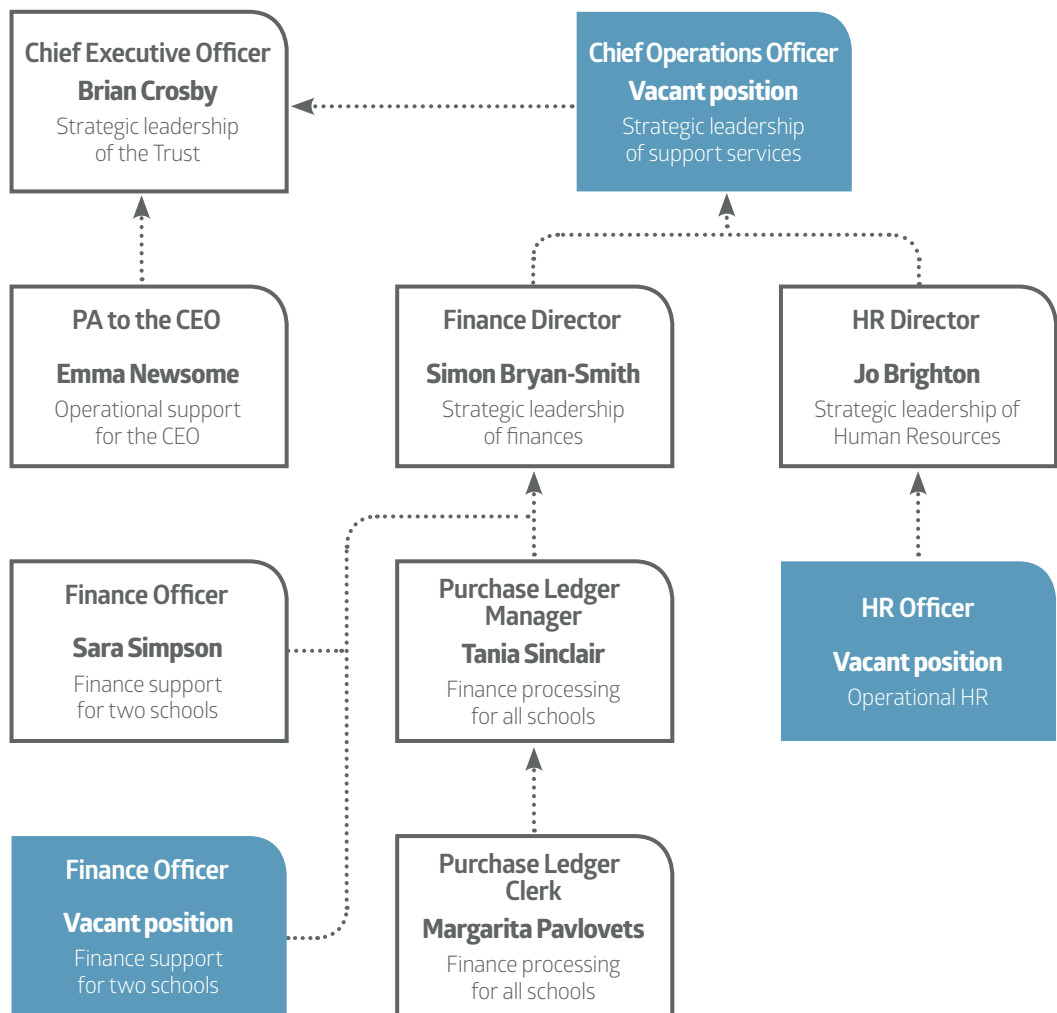
Hope Learning Trust's vision is really very simple. We aspire to provide a place where children and young people can thrive:

- as active learners
- as compassionate, creative and kind individuals
- as caring and engaged citizens
- spiritually

It is also vital that our professional colleagues thrive, thus providing the best in terms of educating children and young people. The Trust Board will support and develop highly effective local governance, ensuring the best outcomes for all.

## Organisational Structures

A small Central Support Team works closely with the Hope Learning Trust schools to offer support with day-to-day operations, finance, human resources and school improvement. It also implements strategic decisions agreed by the Trustees. The Central Support Team is structured as follows:





## Board of Trustees

The Trust Board comprises Trustees contributing particular skills and experience. Sitting underneath the Trust Board are local governing committees, formerly governing bodies, of each academy that retain most of their decision-making powers.

Currently the Trust has four members and nine trustees:

## Members

- Rev Tony Hand, Chair of Hope Learning Trust, York
- Mr Martin Barnes, Diocese of York Education Trust representative member
- Reverend Canon Peter Moger, Chapter of York representative member
- Venerable Sarah Bullock, Archbishop of York's representative member

## Trustees

- Mr Brian Crosby, CEO and Executive Principal
- Ms Katherine Humpleby, Diocesan Representative and Trustee
- Mr David Judson, Trustee
- Mr Mark Bennett, Trustee
- Rev Tony Hand, Trustee
- Mr Andrew Simpkin, Trustee
- Mr Mike Ferguson, Trustee
- Mr Dennis Richards, Trustee
- Mr Tony Myers, Trustee

Allyson Buckton is Headteacher of Forest of Galtres Anglican Methodist Primary School and sits in on Trust Board meetings as a non-voting participant.

Further information on each of the Trustees can be found at [www.hopelearningtrust.org](http://www.hopelearningtrust.org)

The Trustees can be contacted via Emma Newsome, PA to the Chief Executive and Executive Principal.

E: [e.newsome@manorceacademy.com](mailto:e.newsome@manorceacademy.com)

# What is a Local Governing Committee?

If you have been a governor at a school before, you may be familiar with describing governors collectively as the Governing Body (GB). Within the Hope Learning Trust we describe governors collectively as the Local Governing Committee (LGC).

The two school governance structures share some similarities but also feature some important differences.

## The Similarities to a Governing Body

**LOCAL** A LGC within the Hope Learning Trust is local to the school and community it serves, just as a GB within an academy or local authority maintained school is local to that community.

**GOVERNING** A LGC exists to provide support and scrutiny to the school leadership as does a GB.

**COMMITTEE** There is no legal distinction between a “body” and a “committee” in school governance. However the Church of England has published guidance encouraging members or governors to use the term “committee” in order to show the difference between the traditional GB and the way of working.



## The Differences to a Governing Body

A traditional GB is the Statutory Governing Body of its school, and is itself empowered to carry out the support and scrutiny of the school leadership and obliged to comply with legislation and DfE and Ofsted requirements.

However things are different within the Hope Learning Trust. In the Trust, the Trust Board is the statutory GB of its schools, and a LGC is empowered by the Trust Board to carry out much of the governance function via the Scheme of Delegation.

Furthermore, the LGC is obliged to comply with the Scheme of Delegation in relation to its particular school, which in turn stipulates that the LGC should comply with relevant legislation, DfE and Ofsted requirements and refer specific decisions to the Trust Board.

It is also important to note that LGCs within the Trust are different to a single academy GB. A single academy trust is typically a registered company limited by guarantee and must therefore comply with specific rules and legislations relating to Corporate Governance as well as School Governance. Schools within the Trust are not registered companies and therefore those specific procedures are the responsibility of the Trust Board, informed by the Central Support Team and not the LGC.

Please note that the specifics within the Scheme of Delegation will be dependent on the performance and Ofsted grading of each school. Changes in circumstances including, but not exclusively, a change in the Ofsted grading, will trigger a review of the Scheme of Delegation. This could result in increased or decreased levels of local autonomy. Hope Learning Trust always wants schools to have maximum-delegated powers; however this is sometimes not possible.



## LGC Composition

Schools reaching agreement with the Hope Learning Trust about conversion to academy status accept the Board of Trustees as their statutory GB.

The principle of the composition of LGCs contained in the Model Scheme of Delegation is that there will always be a majority of members appointed directly by the Trust, over the total of those elected by parents, those elected by staff, and the headteacher/principal.

The Trust is committed to the local governance of its member schools and, where consistent with best governance practice, aims to appoint LGCs that reflect the successful practices of the predecessor GB. As schools elect to join the Trust, they may wish to retain a pattern of governance resembling, or identical with, their current composition. The Trust will attempt to meet these requirements by appointing current members of the GB wishing to serve on the new LGC.

The Trust Board will ultimately be accountable and responsible for the performance of schools in the Trust. The Trust can agree

to delegate as much or as little power to the LGC of a school. This allows it to decide where power should sit according to the individual circumstances of the school.

In appointing members of the LGC, the Trust will adhere to one of the models detailed below:

|                       |          |           |           |
|-----------------------|----------|-----------|-----------|
| Principal/Headteacher | 1        | 1         | 1         |
| Elected Staff         | 1        | 2         | 2         |
| Elected Parents       | 2        | 2         | 2         |
| Directly Appointed*   | 5        | 6         | 10        |
| <b>Total</b>          | <b>9</b> | <b>11</b> | <b>15</b> |

\* In the case of a Church School the directly appointed governors will include: Foundation Governors appointed by the Diocese and the Methodist Church

The directly appointed governors are to be based on skills rather than representing certain groups. The kind of skills looked for include: accountancy and financial acumen, HR experience, business development, buildings and premises, educational experience, safeguarding, SEND experience – this is not an exclusive list. There will be a regular audit of skills to ensure the LGCs are balanced and continue to be fit-for-purpose.



# The Effective LGC

The LGC is a strategic body that always has the best interests of the school and the local community at heart. The Trust Board is clear that its three core functions are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher/principal to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

These functions should be fulfilled in partnership with the Trust, with specific reference to the details contained in the school's Scheme of Delegation.

## THE LGC IS A STRATEGIC BODY THAT ALWAYS HAS THE BEST INTERESTS OF THE SCHOOL AND THE LOCAL COMMUNITY AT HEART.

### Strategic direction

Setting the strategic direction of a school involves:

- Developing and reviewing the long-term vision for the school;
- Agreeing with the school leadership team priorities, aims and objectives;
- Signing off plans and targets for achieving them;
- Checking regularly on progress;
- Reviewing the strategic framework regularly;
- For church schools – preserving and developing the religious character of the school;
- Ensuring the school is conducted in accordance with the school's founding documents, the ethos statement of the Trust and the mission statement of the school.

### Holding the headteacher/principal to account

Holding the headteacher/principal to account involves:

- Asking the right questions of the school's professional leadership, including questions about the progress and attainment of the pupils, the quality of teaching and the pupils' wellbeing;
- Receiving and exploring all the appropriate data available on the school's performance in pupil learning and progress; pupil applications, admissions, attendance and exclusions; staff absence, recruitment, retention, morale and performance; the quality of teaching;
- Comparing the school's performance with other local or similar schools against a range of performance measures;
- Comparing the performance of different groups of pupils with a focus to ensure Pupil Premium funding is used effectively to narrow any gaps in performance;
- Checking how the school spends its money compared with other schools of similar size;
- Receiving information about the staff of the school, their numbers, their average salaries and the ratio of staff to pupils;
- Being familiar with RAISEonline (Reporting and Analysis for Improvement through school Self-Evaluation) and any other performance data on the school available.





## Overseeing the financial performance

Overseeing the financial performance of a school will involve:

- Ensuring resources are allocated in line with the school's priorities;
- Ensuring full and efficient use of all the school's assets;
- Ensuring resources are procured more cost-effectively or achieving outcomes at a lower per-pupil cost; and
- Ensuring best value for money from the budget.

It is vitally important that the Trust finance team provides accurate, timely and accessible information to the LGCs to enable them to carry out their duties as overseers of their local context.

This is by no means an exhaustive list and each academy will prioritise some aspects over others, depending on the academy's needs at any particular time. Much more information on LGC functions can be found in the latest edition of the *DfE Governors' Handbook*, and the Pre-inspection Checklist on page 14 of this document.

Visit this website for the *DfE Governance Handbook*: [www.gov.uk/government/publications/governance-handbook](https://www.gov.uk/government/publications/governance-handbook)

# Working with the Trust



## Commitment

Those accepting the office of Governor or Trustee will need to be mindful that the role does require a significant level of commitment. Governors and Trustees will be expected to:

- regularly attend meetings, for the full duration whenever possible. Regular non-attendance can lead to eventual disqualification;
- prepare for meetings by reading all papers beforehand;
- attend induction and other relevant training courses in order to aid their development;
- make every effort to get to know the school and involve themselves in school activities. This should include visits to the school, arranged in advance with the staff and undertaken within the framework established by the governing committee and agreed with the headteacher/principal; and
- involve themselves actively and be willing to carry out their fair share of responsibilities including serving on working parties and taking on links with other areas of special responsibility.

## Responsibilities

Governors and Trustees should recognise that each member has equal status irrespective of their appointing body. Governors and Trustees should be aware that they:

- have no legal authority to act individually, except when the Trust has given delegated authority for them to do so;
- have collective responsibility. This means that Governors and Trustees should not speak against majority decisions outside the meeting;
- must operate as a corporate team, always in the best interests of the school;
- should develop effective working relationships with the headteacher/principal, senior management team, teachers, support staff, parents, local authority and other relevant agencies where appropriate;
- should consider carefully how their decisions may affect the community and other schools;
- should always be mindful of their responsibility to maintain and develop the ethos and reputation of their school;
- should respond to criticism or complaints affecting the school by following established procedures;
- and should actively support and challenge the headteacher/principal.

## Transparency of Governance Arrangements

Up-to-date details of its governance arrangements should be published on its website. For each governor who has served at any point over the past 12 months this should include:

- their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing committee's instrument of government);
- relevant business and pecuniary interests (as recorded in the register of interests);
- their attendance record at meetings over the last academic year.



## Confidentiality

Decisions reached at governing committee meetings are normally made public through minutes and reports, however, Governors and Trustees should ensure confidentiality, when required, in respect of the discussions on which the decisions were based. Individual Governors and Trustees should:

- observe complete confidentiality in all matters discussed at meetings especially in relation to matters concerning staff or pupils and also any other matters agreed by the governing board. Failure to comply may lead to disciplinary action;
- exercise the highest degree of caution when involved in sensitive issues arising outside the governing board which may have an impact on the work of the governing board or the operation of the school.

Individual Governors and Trustees should not reveal the details of any vote. On ceasing to be a Governor or Trustee individuals should ensure all information relating to the school is returned to the school for its effective disposal.

## Conflicts of interest

Governors and Trustees should record any pecuniary or other business interest that they have in connection with the governing committee's business (including those related to people they are connected with) in the Register of Business Interests. If any such conflicted matter arises in a meeting they should offer to leave the meeting for the appropriate length of time. Governors and Trustees should also declare any conflict of loyalty at the start of any meeting should the situation arise. They must act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing committee.

## Breach of this code of conduct

If the governing committee believe this code has been breached by one of its members, the matter will be raised with the Chair and the Chair will investigate. The governing committee will only use suspension or removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Should it be the Chair that the governing committee believe has breached this code, another governor, such as the Vice-Chair, will investigate.



## The Seven Principles of Public Life

(Originally published by the Nolan Committee: *The Committee on Standards in Public Life* was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.)

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

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

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

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

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

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

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

*Code of Conduct – Revised October 2016*

# Pre-inspection checklist

During an Ofsted inspection a representative of the LGC (most likely the Chair) may be called by the inspectors to answer questions. The questions below are designed to cover a broad range of those that might arise during an inspection. It is unlikely you will be asked all of them.



| AREA   | YES | NO | PARTLY | ACTION |
|--|-----|----|--------|--------|
| <b>CONTENTS OF A PRE-INSPECTION INFORMATION SHEET FOR GOVERNORS:</b> |     |    |        |        |
| Progress of all students compared to nationally                      |     |    |        |        |
| Attainment of all students compared to nationally                    |     |    |        |        |
| Progress of all students compared to locally                         |     |    |        |        |
| Attainment of all students compared to locally                       |     |    |        |        |
| Progress of all students compared to similar                         |     |    |        |        |
| Attainment of all students compared to similar                       |     |    |        |        |
| Progress of SEN students compared to others                          |     |    |        |        |
| Progress of FSM pupils compared to others                            |     |    |        |        |
| Which groups of students make least progress                         |     |    |        |        |
| Action to address these issues                                       |     |    |        |        |
| Impact of actions  |     |    |        |        |
| How do you know?   |     |    |        |        |
| 3-year trends in progress and attainment                             |     |    |        |        |
| How do you know?   |     |    |        |        |
| Areas of weakness  |     |    |        |        |
| Actions to reduce gaps in progress                                   |     |    |        |        |
| Impact of actions to reduce gaps in progress                         |     |    |        |        |
| Governors data dashboards (Ofsted/MAT/FFT)                           |     |    |        |        |
| Key issues from RAISEonline  |     |    |        |        |
| Amount and spending of pupil premium                                 |     |    |        |        |
| Impact of pupil premium  |     |    |        |        |
| Amount and spending of sports premium                                |     |    |        |        |
| Impact of sports premium   |     |    |        |        |
| Quality of teaching  |     |    |        |        |
| Actions to raise quality of teaching                                 |     |    |        |        |
| Monitoring of quality of teaching                                    |     |    |        |        |
| Location of best teaching  |     |    |        |        |
| Staff CPD  |     |    |        |        |
| Impact of staff CPD  |     |    |        |        |
| Actions on under-performance in teaching                             |     |    |        |        |

| AREA  | YES | NO | PARTLY | ACTION |
|---|-----|----|--------|--------|
| How appraisal improves quality of teaching              |     |    |        |        |
| Percentage of outstanding/good etc lessons              |     |    |        |        |
| Behaviour policy and its implementation                 |     |    |        |        |
| Exclusions  |     |    |        |        |
| Actions on challenging behaviour                        |     |    |        |        |
| Safety of students                                      |     |    |        |        |
| Attendance compared to nationally/locally/similar       |     |    |        |        |
| Attendance by groups of students                        |     |    |        |        |
| Actions on attendance                                   |     |    |        |        |
| Safeguarding reports to LGC                             |     |    |        |        |
| Bullying and actions                                    |     |    |        |        |
| Parents' view of behaviour                              |     |    |        |        |
| Performance of leadership and management                |     |    |        |        |
| Setting of head's objectives                            |     |    |        |        |
| Conduct of appraisal of staff, including key objectives |     |    |        |        |
| Relationship between teaching performance and pay       |     |    |        |        |
| Key priorities in SDP                                   |     |    |        |        |
| Contribution of LGC to SDP                              |     |    |        |        |
| LGC monitoring of SDP                                   |     |    |        |        |
| Monitoring of safeguarding procedures                   |     |    |        |        |
| Strengths and areas of development in SLT               |     |    |        |        |
| Strengths and areas of development in LGC               |     |    |        |        |
| Holding head and SLT to account: examples of challenge  |     |    |        |        |
| LGC input to format of headteacher's report to LGC      |     |    |        |        |
| Evidence (eg LGC minutes)                               |     |    |        |        |
| LGC monitoring of expenditure on and use of resources   |     |    |        |        |
| Value for money   |     |    |        |        |
| LGC training  |     |    |        |        |
| LGC skills  |     |    |        |        |
| LGC succession planning                                 |     |    |        |        |
| LGC attendance  |     |    |        |        |
| LGC impact on pupil progress                            |     |    |        |        |
| LGC engagement with stakeholders                        |     |    |        |        |
| How the school is doing: strengths and weaknesses       |     |    |        |        |
| How you rate the school                                 |     |    |        |        |
| What parents and the community think of the school      |     |    |        |        |
| How do you know?  |     |    |        |        |
| Regarding the LGC                                       |     |    |        |        |
| Members' details are available to parents and others    |     |    |        |        |
| Members make themselves available to parents and pupils |     |    |        |        |
| Members' pen portraits and photos are in evidence       |     |    |        |        |
| A skills audit is regularly conducted                   |     |    |        |        |

| AREA  | YES | NO | PARTLY | ACTION |
|---|-----|----|--------|--------|
| Action is taken to fill skills gaps by recruitment/training |     |    |        |        |
| Action is taken to develop a pool of potential members      |     |    |        |        |
| There is competition to fill vacancies                      |     |    |        |        |
| The LGC has its own development plan                        |     |    |        |        |
| Members have role descriptions                              |     |    |        |        |
| There is a code of conduct                                  |     |    |        |        |
| Attendance at LGC meetings is monitored and reported        |     |    |        |        |
| Members' school visits are logged                           |     |    |        |        |
| There is a visiting policy and protocol                     |     |    |        |        |
| Visits are reported to LGC/Committees                       |     |    |        |        |
| All training is logged                                      |     |    |        |        |
| Impact of training is recorded                              |     |    |        |        |
| Whole LGC training is planned and delivered                 |     |    |        |        |
| Other ways of staying up-to-date with LGC development       |     |    |        |        |
| The LGC engages in self-evaluation annually                 |     |    |        |        |
| The LGC knows it has a positive impact on the school        |     |    |        |        |

| QUESTIONS FOR THE CHAIR AND CLERK                              | YES | NO | PARTLY | ACTION |
|--|-----|----|--------|--------|
| <b>REGARDING THE LGC'S AGENDA AND MINUTES AS EVIDENCE FOR:</b> |     |    |        |        |
| A relentless focus on school improvement                       |     |    |        |        |
| Reporting and interrogation of relevant data                   |     |    |        |        |
| Challenging and holding to account the leadership              |     |    |        |        |
| Supporting the leadership                                      |     |    |        |        |
| Key actions identified with named persons responsible          |     |    |        |        |
| Timescales for completion/reporting of key actions             |     |    |        |        |
| Monitoring of SDP  |     |    |        |        |
| Head's report, demonstrating LGC and Trust input to format     |     |    |        |        |
| Other sources of information about the school                  |     |    |        |        |
| Knowing what people think of the school                        |     |    |        |        |
| Professional advice/input from the clerk                       |     |    |        |        |
| Chairing that enables LGC to discharge its responsibilities    |     |    |        |        |
| Chairing that develops the LGC                                 |     |    |        |        |
| <b>AND THE LGC AGENDA AND MINUTES ARE:</b>                     |     |    |        |        |
| Available quickly to parents and others in hard copy           |     |    |        |        |
| Available quickly on the school website                        |     |    |        |        |
| Referred to in newsletters                                     |     |    |        |        |



## The Role of the Chair

The Chair of the LGC plays a significant role in the governance of the school. It is therefore important that someone with the right skills and knowledge is appointed to the position. The Chair of Governors is responsible for the school governors and must take on specific tasks.

The key responsibilities are to:

- Construct and agree the agenda for meetings, together with the clerk;
- Plan and keep good order in meetings;
- Ensure Governors' participation in and between meetings;
- Ensure all decisions are understood and that necessary action is taken;
- Ensure Governors receive all relevant information and materials;
- Check that decisions taken by the Governing Board are enacted;
- Ensure that Governors know and follow the rules and code of conduct that keep governing boards democratic;
- Listen and be a critical friend to the headteacher/principal;
- Report decisions of the LGC to parents, staff and Trust regularly;
- Coordinate the LGC role and response during inspection;
- Monitor the work and effectiveness of the LGC;
- Support the development of the headteacher/principal via positive performance appraisal including their development as a spiritual leader of the school community; and
- In the case of a church school within the Trust – be sure of their own ability to successfully develop the Christian foundation of the school and themselves model Christian spiritual leadership and values.

## The Role of the Vice-Chair

The Vice-Chair of the LGC also plays a significant role in the governance of the school. It is therefore important that someone with the right skills and knowledge is appointed to the position. The Vice-Chair of Governors is responsible for the school governors and must take on specific tasks.

The key responsibilities are to:

- Support the Chair in the conduct of meetings;
- Check that decisions taken by the LGC are enacted;
- Ensure Governors' participation in and between meetings;
- Welcome and induct new Governors;
- Ensure that committees and working parties are working effectively and to their terms of reference;
- Stand in for the Chair when necessary;
- Listen and be a critical friend to the Chair;
- With the Chair of Governors, coordinate the LGC role and response during inspection;
- Monitor the work of the LGC; and
- Represent the school at public events and parents' meetings.

## The Role of the Clerk

The Clerk to the LGC plays a key role in governor involvement, school improvement, and accountability. Working closely with the Chair of Governors, the Clerk's role is crucial in order to ensure the LGC works effectively and appropriately.

The key responsibilities are to:

- Provide advice to the LGC on governance, constitutional and procedural matters;
- Provide effective administrative support to the LGC and its committees;
- Ensure the LGC is properly constituted; and
- Manage information effectively in accordance with legal requirements.

# Visiting an academy or school

From time to time governors will be required to visit an academy or school. However, this should be conducted in line with specific protocols and academy/school policies.

The major purpose of a visit is to observe and explore the impact and effectiveness of the policies and procedures the academy has in place. It is not judgemental and the observations you make should enable you as a governor to do your job to a higher standard.

You should not attempt to make a value judgement on the quality of teaching, however if there are issues that disturb you or you see good practise please share with the headteacher/principal. Governors make collective decisions so be careful not to agree with complaints that could undermine collective decision-making, eg agreeing about staff reductions when the LGC has had to make cost savings. This can be difficult and sensitivity is required.

Academies are busy workplaces and nobody should expect to just turn up, be shown around or wander around on their own, however informal your relationship with the staff. Governors have no automatic right to visit the academy. They only do so on invitation or by a decision taken by the LGC and always within the terms of the academy's Visiting Policy.

As a Governor, you must ensure the visit fits in with the needs of the academy and its pupils.

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**GOVERNORS VISIT THE ACADEMY TO LEARN ABOUT ITS WAYS OF DOING THINGS, NOT TO MAKE JUDGEMENTS.**

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## What must an academy visit be?

Academy visits by governors are always:

- Arranged in advance;
- For an agreed length of time;
- For an explicit and agreed purpose, which the people you are visiting know of in advance;
- Well prepared beforehand;
- Have an agreed outcome;
- Contribute to the monitoring role of the LGC (not of the individual governor); and
- To show teachers, parents and children that we are interested in what the academy is doing.

If you find that your visit, no matter how well intentioned it may be, does not tick the points highlighted above, please consider rescheduling the visit until such a time when all of the points above can be adhered to.

Governors visit the academy to learn about its ways of doing things, not to make judgements.



# Glossary of Terms

The world of academy governance is full of acronyms, jargon and specialised language. To help you we have put together the following list of terms that you may find helpful.

|      |  |       |   |
|------|--|-------|---|
| ACA  | Area Cost Adjustment – used to adjust funding formula to cater for local needs eg relative wages | DfES  | Department for Education and Skills (now DfE)                                     |
| ADD  | Attention Deficit Disorder   | DFC   | Devolved Formula Capital  |
| ADHD | Attention Deficit and Hyperactivity Disorder   | DHT   | Deputy Headteacher  |
| AfL  | Assessment for Learning  | DMS   | Designated Member of Staff (re child protection) or Data Management System        |
| AGOG | Advisory Group on Governance   | DPA   | Data Protection Act   |
| AHT  | Assistant Head Teacher   | DT    | Design and Technology   |
| AP   | Alternative Provision (eg a PRU)   | E2L   | English as a Second Language  |
| APP  | Assessing Pupil Progress   | EAL   | English as an Additional Language   |
| APS  | Average points score   | EBacc | English Baccalaureate   |
| AR   | Annual review  | EBD   | Emotional and Behavioural Difficulties  |
| ARE  | Age Related Expectations   | ECAR  | Every Child A Reader  |
| ASIP | Additional Support and Intervention Plan   | ECAT  | Every Child A Talker  |
| AST  | Advanced Skills Teacher  | ECAW  | Every Child a Writer  |
| AWPU | Age Weighted Pupil Unit  | ECM   | Every Child Matters   |
| BESD | Behavioural Emotional and Social Difficulties  | EHCP  | Education, Health and Care Plans (replacing statement of SEN from September 2014) |
| BPPE | Basic Per Pupil Entitlement  | EHE   | Electively Home Educated  |
| C2G  | Clerk to Governors   | EHT   | Executive Headteacher   |
| CAA  | Comprehensive Area Assessment  | EIP   | Education Improvement Partnership   |
| CAF  | Common Assessment Framework  | EFA   | Education Funding Agency  |
| CDT  | Craft, Design and Technology   | EMA   | Education Maintenance Allowance   |
| CFC  | Cared for Children (also known as Looked After Children)   | EOTAS | Education Other Than At School  |
| CFF  | Common Funding Formula   | ESG   | Education Services Grant  |
| CFR  | Consistent Financial Reporting   | EWO   | Education Welfare Officer   |
| CIRT | Critical Incident Response Team  | EY    | Early Years   |
| CP   | Child Protection   | EYFS  | Early Years Foundation Stage  |
| CPD  | Continuing Professional Development  | EYDP  | Early Years Development Plan  |
| CPR  | Child Protection Register  | FE    | Further Education   |
| CRB  | Criminal Records Bureau (now DBS)  | FFT   | Fischer Family Trust  |
| CYPP | Children and Young Peoples Plan  | FGB   | Full Governing Committee  |
| DBS  | Disclosure and Barring Service   | FOI   | Freedom of Information  |
| DCSF | Department of Children, Schools and Families (now DfE)   | FMSiS | Financial Management Standard in Schools (now SFVS)                               |
| DfE  | Department for Education (since May 2010)  | FS    | Foundation Stage  |
|      |  | FSM   | Free School Meals   |

# Glossary of Terms

|         |   |        |  |
|---------|---|--------|--|
| FT      | Full-time   | LACSEG | Local Authority Special Equivalent Grant – paid to academies to cover equivalent LA maintained schools general shared costs. |
| FTE     | Fixed Term Exclusion or Full-time Equivalent                                  | LGC    | Local Governing Committee  |
| G&T     | Gifted and Talented   | LADO   | Local Authority Designated Officer   |
| GAG     | General Annual Grant – main funding per pupil for academies                   | LEA    | Local Education Authority  |
| GB      | Governing Body  | LMS    | Local Management of Schools  |
| GCSE    | General Certificate of Secondary Education                                    | LSA    | Learning Support Assistant   |
| GTC     | General Teaching Council  | LSCB   | Local Safeguarding Children's Board  |
| GTP     | Graduate Teacher Programme  | MAT    | Multi Academy Trust  |
| H&S     | Health and Safety   | MFA    | Master Funding Agreement – General agreement between EFA and Academy/Trust/MAT   |
| HE      | Higher Education  | MFL    | Modern Foreign Language  |
| HLTA    | Higher Level Teaching Assistant   | MIFP   | Manual of Internal Financial Procedures  |
| HMCI    | Her Majesty's Chief Inspector   | NC     | National Curriculum  |
| HMI     | Her Majesty's Inspectorate  | NCTL   | National College for Teaching and Leadership   |
| HMSO    | Her Majesty's Stationery Office (now TSO)                                     | NEET   | Not in Education, Employment or Training   |
| HoD     | Head of Department  | NGA    | National Governors' Association  |
| HoS     | Head of School  | NGC    | National Governors Council   |
| HoY     | Head of Year  | NGFL   | National Grid for Learning   |
| HR      | Human Resources   | NOR    | Number (of pupils) on Roll   |
| HSE     | Health, Safety and Environment  | NPQG   | National Professional Qualifications for Headship  |
| HT      | Headteacher   | NQT    | Newly Qualified Teacher  |
| IAP     | Individual Action Plan  | NUT    | National Union of Teachers   |
| IBP     | Individual Behaviour Plan   | NVQ    | National Vocational Qualifications   |
| ICT     | Information and Communications Technology                                     | OFSTED | Office for Standards in Education  |
| IEP     | Individual Education Plan   | PAN    | Published Admission Number   |
| IP      | Investors in People   | PE     | Physical Education   |
| INSET   | In-Service Education and Training   | PGCE   | Post Graduate Certificate of Education   |
| IQ      | Intelligence Quotient   | PLASC  | Pupil Level Annual School Census (now School Census)   |
| ISA     | Independent Safeguarding Authority (now DBS)                                  | PICSI  | Pre-Inspection Context and School Indicators   |
| ISR     | Individual School Range (of salaries)   | PM     | Performance Management (or Provision Map)  |
| IT      | Information Technology  | POAP   | Post Ofsted Action Plan  |
| ITT     | Initial Teacher Training  | PP     | Pupil Premium  |
| KS1     | Key Stage 1, 2, 3, 4  | PPA    | Planning, Preparation and Assessment   |
| KS2     | (KS1 age 5–7 <i>Infants</i> , KS2 age 7–11 <i>Juniors</i> ,                   | PRP    | Performance Related Pay  |
| KS3 etc | KS3 age 11–14, KS4 age 14–16)   |        |  |
| LA      | Local Authority   |        |  |
| LAC     | Looked after Children (also known as Cared for Children, or Children in Care) |        |  |

# Glossary of Terms

|              |   |       |  |
|--------------|---|-------|--|
| PRU          | Pupil Referral Unit   | SIP   | School Improvement Partner or School Improvement Plan  |
| PSCHE        | Personal, Social, Citizenship and Health Education  | SLA   | Service Level Agreement (see also SBSA)  |
| PSE          | Personal and Social Education   | SLT   | Senior Leadership Team   |
| PSHE         | Personal Social Health Education (also PSCHE including citizenship)                               | SMT   | Senior Management Team   |
| PT           | Part-time   | SMSC  | Spiritual, Moral, Social and Cultural  |
| PTA          | Parent Teacher Association  | SOD   | Scheme of Delegation   |
| PTR          | Pupil to Teacher Ratio  | SpLD  | Specific Learning Difficulties   |
| QCA          | Qualification and Curriculum Authority  | SS    | Social Services  |
| QTS          | Qualified Teacher Status  | SSDP  | Strategic School Development Plan (See also SDP and SIP)   |
| R&R          | Recruitment and Retention   | STEM  | Science, Technology, Engineering and Mathematics   |
| RAISE online | Reporting and Analysis for Improvement through School Self- Evaluation (online)                   | STPDC | School Teachers' Pay and Conditions Document   |
| RAP          | Raising Attainment Plan   | TA    | Teaching Assistant   |
| RC           | Roman Catholic  | TDA   | Training and Development Agency  |
| RE           | Religious Education   | TEFL  | Teaching English as a Foreign Language   |
| ROV          | Record of Visit   | TES   | Times Educational Supplement   |
| RSE          | Relationship and Sex Education  | TLG   | Training Liaison Governor, also known in some LAs as Link Governors for Training and Development |
| SA           | School Action   | TUPE  | Transfer of Undertaking Protection of Employment   |
| SA+          | School Action Plus  | UPN   | Unique Pupil Number  |
| SACRE        | Standing Advisory Council on Religious Education  | UT    | Umbrella Trust   |
| SBM          | School Business Manager   | VAK   | Visual Auditory and Kinaesthetic   |
| SBSA         | Schools' Business Support Agreement (see also SLA)  | VA    | Voluntary Aided  |
| SDP          | School Development Plan (see also SSDP and SIP)   | VC    | Voluntary Controlled   |
| SEAL         | Social and Emotional Aspects of Learning  | VI    | Visually Impaired  |
| SEF          | Self Evaluation Form  | VLE   | Virtual Learning Environment   |
| SEN          | Special Educational Needs   | YOT   | Youth Offending Team   |
| SENCO        | Special Educational Needs Coordinator   |       |  |
| SEND         | Special Educational Needs and Disability  |       |  |
| SENSS        | SEN specialist services   |       |  |
| SELT         | Southern Educational Leadership Trust   |       |  |
| SFA          | Supplementary Funding Agreement – Specifics of agreement between EFA and individual Academy/Trust |       |  |
| SFVS         | Schools Financial Value Standard  |       |  |
| SIC          | Statement of Internal Control   |       |  |

**CREDITS:** The structure and content of this document is based on the LGB Handbook produced by Bath & Wells Multi Academy Trust. With thanks to them.