



## **Handbook for Local Governing Body Members**

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## 1. Introduction

The purpose of this Handbook is to act as both a reference point for existing local governors and as an induction into the roles and expectations of those new to being a member of a Local Governing Body (LGB) within The Rose Learning Trust.

The Handbook contains information on the following:

- Information about The Rose Learning Trust and its governance structures
- Your role within a Local Governing Body within the Trust
- Procedures and protocols, you should be aware of
- Information on the range of support and training available to you in undertaking your important voluntary role
- Signposts to where to find out more information
- A glossary of terms and acronyms often used in LGB meetings

The website for your school contains a great deal of information which you may also like to refer to:

- Richmond Hill Primary Academy <https://www.richmond.doncaster.sch.uk/>
- Woodfield Primary School <https://www.woodfieldprimaryschool.co.uk/>
- Balby Central Primary Academy <https://www.central.doncaster.sch.uk/>
- Crowle Primary Academy <https://www.crowleprimaryschool.com/>
- Hatchell Wood Primary Academy <https://www.hatchellwood.com/>
- Owston Primary Academy <https://www.owston.doncaster.sch.uk/>
- Lakeside Primary Academy <https://www.lakesidedoncaster.com/>

## **2. Welcome Message**

I would like to take this opportunity to thank you for undertaking the role of school governor within the trust. Not only does local governance promote community engagement, it also helps to provide the Trust Board with reassurance that local support mechanisms are in place for our schools. Please be assured that the trust will support you in the discharge of your role.

Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in their educational journey. We are passionate about promoting high standards of education and supporting all pupils in reaching their full potential. We know that effective governance plays a key role in the success of our schools. Our culture is to work positively with all academies in a support and challenge role that enables them to thrive.

I have worked with schools in the South Yorkshire region since 2003 and have been a member of the Trust Board since February 2017. My accountancy background, along with extensive school experience, has enabled me to advise on financial matters and offer strategic challenge and support in the best interests of all pupils in The Rose Learning Trust.

I look forward to working with you.

**Peter Haynes**  
**Chair of Trust Board**

### **3. The Rose Learning Trust**

We are a Trust founded on a shared belief that the best interests of pupils should be at the heart of the future of our schools. Our Trust was founded by the Head Teachers and Governors of two schools who shared this belief and wanted to take the necessary steps to ensure that this was at the forefront of our educational futures.

We believe that all pupils should have the opportunity to achieve their full potential. Our focus is ensuring that all of our pupils have the best tools and support to learn and grow in a safe, enjoyable environment. We acknowledge that results are not the full picture. If pupils do not enjoy school or do not gain the life skills to make the most of their qualifications, success might evade them. We aim to provide an environment in which pupils can develop wholly, not just academically.

We are committed to maintaining the autonomy of our academies. We seek to support and challenge each other to improve the outcomes and life chances of all the pupils across the communities of the Trust, whilst respecting the aspects of practice that are distinctive to our individual communities.

Our motivation is sustainable, mutually accountable collaboration and school improvement, focusing predominantly on how this will raise standards of teaching and learning for our pupils. With effective collaboration, good practice, and the sharing of resources, we aim to broaden the future opportunities of both our pupils and staff. Our aim is not only to grow our Multi Academy Trust (MAT) successfully but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities for our Trust that can be invested back into the people who will secure our future: pupils and staff.

#### **3.1 What we offer (read alongside the Rose Learning Trust School Improvement offer)**

- A Trust which recognises each of its academies as unique establishments, which serve the needs of their individual communities
- Support from high performing strategic partnerships of the Trust
- An enhanced professional development offer
- Increasing economies of scale, shared resources, recruitment, retention, and meaningful collaboration which enables schools to focus as much budget as possible on the pupils
- Enhanced opportunities for CPD, allowing us to keep the best of our people within the Trust
- Services of a Chief Financial Officer, assuring the financial health and probity of the Trust and its individual academies
- Potential for contributing to school development services offers

## 3.2 Our Vision and Mission

### Our Vision – Transforming futures collaboratively

### Our Mission – Expecting more than others think possible

- The Rose Learning Trust, a local solution where leaders hold each other to account for the collective performance of the Trust
- A Trust in which schools seek to support and productively challenge each other to improve outcomes and life chances for all of its pupils in all of its communities
- A Trust which shapes the educational future rather than being shaped by events

The work of the Rose Learning Trust has a moral purpose, displayed through our '**ROSE**' values, which are applicable to the pupils, staff, and work of the Trust itself:

**Resilience** with integrity in a modern world

A partnership of schools, which is values driven, self-critical, mutually accountable, that respects and has regard for the distinctiveness of each school

**Opportunity**

Expecting more than others think possible. Aspiring to improve on our previous best and always striving for excellence

**Success** for all through excellent teaching

Improvement for all, socially and academically, and never accepting barriers as an excuse. Fostering a commitment to staff and student learning through authentic engagement and earned autonomy

**Enjoyment** and inclusion

To champion learning orientated best practice in a collaborative school- led system, through a culture of appreciative enquiry and intellectual curiosity

### 3.3 Governance structure of the Rose Learning Trust

The Rose Learning Trust is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff.

School governance regulations and the DfE's Governance Handbook identify **3 core functions** for governing boards:

- Ensuring 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
- Overseeing the financial performance of the organisation and making sure its money is well spent

Governance within the Trust operates at 3 levels:

- **Trust Members** – the guardians of the constitution
- **Trust Board** – the Trustees
- **Local Governing Bodies** – the local governors

A central team of staff consisting of the Chief Executive Officer (CEO), the Deputy Chief Executive Officer (DCEO), Chief Finance Officer (CFO) and the Chief Projects Officer (CPO) support effective governance at all levels.

### 3.3.1 Members

Members of the trust have an important role to play in overseeing and holding the Trust Board to account for the governance arrangements of the trust.

The Members appoint trustees to ensure the trust’s charitable object is carried out and can remove trustees if they fail to fulfil this responsibility.

The Trust Board submits an annual report on the performance of the trust to the Members. Members are also responsible for approving any amendments made to the trust’s Articles of Association. Members are in effect the ‘guardians’ of the governance of the trust.



### 3.3.2 The Trust Board

The Trust Board has strategic oversight and ultimate responsibility for all management decisions within the trust academies. As with all governance boards in state-funded schools in England, the Board has three core functions:

- Ensuring clarity of vision, ethos, and strategic direction.
- Holding executive leaders to account for the educational performance of all schools and their pupils within the trust, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the trust and making sure its money is well spent.

In practice, this means that it is responsible for setting the trust's overarching policies, adopting the trust's Developing Excellence Plan and budget plan, monitoring performance against these plans and making major decisions about the direction of the trust, including its curriculum, and the achievement and welfare of students and staffing. In addition, the Trust Board has responsibility for the following:

- Set the central services retainer
- Compliance with the provisions of the Funding Agreements
- Compliance with the Academies Financial Handbook including, but without limitation, determination of procurement policies for the trust
- Annual approval of the trust budget including those of each academy
- Is the legal employer of all staff, responsibility for human resource policies and procedures and terms of conditions of service?
- Appointment of the internal auditor for the trust
- The appointment, job description, appraisal, remuneration and dismissal of the CEO
- Compliance with all statutory regulations and Acts of Parliament governing the operation of the trust
- Determination of the admissions policy and arrangements for the trust in accordance with admissions law and Department for Education's (DfE) codes of practice
- Any other matter not covered above but set out in the Matrix or any other change in law or policy which places extra responsibility or authority on the Trust

Further details of the current membership of the Trust Board can be found at the following weblink:

<https://www.roselearning.co.uk/page/governance-and-improvement/60960>

The Trust Board is the legally accountable body for all decisions taken in the trust however, the Board does not need to take all decisions; it believes that, where possible, governance should be as close as possible to the point of impact of decision making, therefore it has delegated a range of decisions to:

- The CEO and other executive leaders within the central team
- Local Governing Bodies of individual academies
- Principals of individual academies

These delegated decision-making powers are recorded in its written **Scheme of Delegation** which provides clarity as to who the decision makers are for different levels of decisions. See Appendix 1.

The Trust Board may amend the Scheme of Delegation, however it will seek, where possible, to consult all LGBs before implementing any changes.

### 3.3.3 The CEO and the Central Team

The CEO and the Deputy CEO are responsible for school improvement across the trust, producing the trust's Developing Excellence Plan and formulating policies and appropriate targets to achieve the trust's vision, aims and objectives. The CEO is also the Accounting Officer, linking the accountability and governance structures of the trust. The CEO is responsible for making day-to-day decisions in the running of the trust's central team.

In addition to the CEO and DCEO, the Senior Leadership Team at central trust level also comprises the Principals of each school, the Chief Finance Officer, and the Chief Projects Officer. The team is responsible for implementing the Developing Excellence Plan across the central functions of the trust and at individual school level.

The Senior Leadership Team at individual school level comprises of the Principal, Deputy Head Teacher(s) and School Business Managers who are responsible for the implementation of individual School Development Plans and will lead each school towards their agreed targets.

Further details of the current membership of the Central Team can be found at the following weblink:

<https://www.roselearning.co.uk/page/our-staff/60959>

### 3.3.4 Local Governing Bodies

The Local Governing Bodies of The Rose Learning Trust academies vary in number but have a minimum of **6** members and a maximum of **8, plus the Principal**. All local governors are appointed for a four-year term of office and may be re-appointed for a further term of office upon the expiry of their current term. We have taken a skills-based approach to getting the right local governors for each academy. Our approach aims to increase the effectiveness of the local governing body ensuring that it sets the vision and direction for the future and holds the academy to account for its standards and conduct.

The membership of all RLT governing bodies include: -

- The Principal/Headteacher
- Two elected parent members
- One elected Staff Member
- Such other members as the Trust decides

The current membership of each LGB can be found on the website of each respective academy. Trustees and central team staff reserve the right to attend any LGB meeting in the capacity of Trustees members.

The role of each LGB is to exercise leadership on behalf of the trust in the running of each individual academy, to provide information to the trust on the operation and performance of the academy and to exercise its responsibilities and powers in partnership with the Principal, staff and the trustees.

The Principal at each academy has delegated responsibility, within the trust's written Scheme of Delegation, for the strategic direction and day-to-day leadership and management of the academy.

The specific duties that have been delegated to the Principal and LGBs are detailed in the written Scheme of Delegation. In summary, the Principal and LGB have the following specific duties:

- Supporting the Central Team and Trust Board in holding the Principal to account for the educational performance of the academy
- Holding the Principal and academy senior leadership team to account for the performance management of staff (with the exception of the Principal)
- Monitoring progress towards targets and the effectiveness of the academy Developing Excellence Plan
- Implementation of actions required to comply with statutory regulations and the Funding Agreements
- Implementation of the policies agreed by the Trust Board with regard to pupil admission and to the educational vision of the academy
- Oversight of the academy's day to day activities
- Monitoring the budget/finance and resources
- Monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the academy
- Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Chief Finance Officer
- Assisting the Trust Board in complying with the provisions of the Funding Agreement where requested from time to time
- Maintenance of the academy estate in accordance with the guidelines established by the Trust
- Implementation of the Trust's procurement policies insofar as they impact on the academy
- Managing the academy's cash flow and monitoring expenditure by the academy in accordance with policies determined by the Trust Board
- Notifying the Trust of any significant changes to fixed assets used by the academy
- Monitoring safeguarding and responding to Trust recommendations
- Monitoring the Data Dashboard and implementing any plans/recommendations

### **3.3.5 Committees of the Local Governing Body**

To enable the LGB to fulfil its delegated responsibility for academy's finances, each LGB is required to establish a Finance/Resources committee which will meet at least twice per year; in May to ratify the Budget Forecast Return: Outturn (BFRO), and in July to approve the annual budget for the following academic year.

### **3.4 The relationship between the Trust Board and Local Governing Bodies**

The relationship between the Trust Board, central team, local governing bodies, and Principals is a partnership to realise our common vision and a common purpose. The chairs of all LGBs are invited to a termly meeting with the CEO and central team to support partnership working.

All LGBs are committees of the Trust Board and have no powers in their own right. The LGB will report to the Board on decisions and will also provide advice and make recommendations to the board on a range of issues.

The Trust Board will evaluate the effectiveness of all LGBs and may, if appropriate, stand down an LGB or de-delegate certain functions and appoint an Interim Advisory Board (IAB) in one or more of the following circumstances:

- Identification of weak governance or poor financial management
- In response to the outcome of an annual review of governance or Ofsted inspection
- In response to the outcome of an Ofsted inspection where there is a rating decline, or an academy moves into a category of inadequate
- A sudden or unexpected dip in the academy's mid-term performance
- Any identified safeguarding concern within the academy

#### **4. Meetings of the Local Governing Body**

Meetings of the Local Governing Body (LGB) should be purposeful, effective and make efficient use of the time that volunteer local governors generously give to support the academy.

The LGB should meet at least once per term, in accordance with the annual meeting schedule agreed at the beginning of each academic year. Additional meetings may be called as and when necessary at the request of the chair, or by the trust board, where appropriate.

The agenda and supporting papers for each meeting are prepared and circulated in advance to give you time to read them and prepare any points of clarification or questions you might wish to raise. The clerk to the LGB aims to ensure that the agenda and papers are distributed to you at least 7 clear days in advance of the meeting. Principals will upload documents onto the GovernorHub portal.

Along with standard items for each meeting there should be:

- Reports from local governors undertaking specific designated roles, if appropriate
- A report from the chair on any actions taken since the previous meeting
- The Principal's report. This will generally be the main agenda item and should embrace the key issues that local governors will need to assess the progress the academy is making. As a minimum this should include updates on the curriculum and pupil progress and achievement, including attendance and exclusions
- Additional items for inclusion on the agenda. Generally, should any local governor wish for a specific issue to be included on the agenda of an LGB meeting, you should submit this to the chair in good time before the meeting to enable this item to be included on the agenda
- Any other urgent business. In exceptional circumstances, items of urgent business can be raised for consideration at the meeting. It is at the chair's discretion whether items of urgent business are accepted for inclusion on the agenda

Local governors are respectfully reminded to:

- Read any papers circulated before a meeting
- Attend meetings and arrive on time
- Send apologies to the clerk before the meeting if you cannot attend
- Contribute to discussions where relevant
- Avoid anecdotal distractions
- After debate, accept the majority view of the LGB
- Respect the confidentiality of issues raised

On the assumption that pre-reading has taken place, the chair will take questions and points of clarification on each of the papers presented. LGB meetings should last no longer than approximately 2 hours.

## **5. Expectations of the Role**

### **5.1 What Local Governors and Principals should expect of each other**

#### **Support and Challenge**

The LGB is expected to both support and challenge the leadership of the academy to ensure that the agreed vision and priorities for improvement are delivered. Local governors need to be aware of the progress the academy is making through regular review and discussions. This needs to be supported by regular, rigorous data. It also needs to be set into the context of each cohort and of cohorts over time. Local governors need to be aware of the challenges which the leadership is facing and the measures being taken to meet these challenges.

#### **Support**

The local governors need to publically support the actions agreed at LGB meetings, especially when these might prove difficult or unpopular. The chair of governors has a role to play in the performance management of the Principal and also in supporting the leadership of the academy in delivering effective performance management for all members of staff. The Principal needs the support of the LGB to ensure high quality teaching and learning throughout the academy and must be able to rely on this if difficult decisions need to be made.

The LGB also has responsibilities for the wellbeing of the Principal and should actively promote a sensible work-life balance for the Principal and throughout the academy. The relationship between the LGB and the Principal should be a positive one.

## **Challenge**

The LGB should provide the leadership of the academy with constructive challenge in the best interests of all pupils on roll at the academy. The Ofsted framework expects governance to be effective by offering appropriate challenge, asking questions, and seeking improved outcomes for all pupils on roll.

### **5.2 Role of the Chair and Vice Chair**

The chair and vice chair of the LGB are elected annually by the members of the LGB. In the absence of the chair, the vice chair will lead the meetings of the LGB and take 'chairs action' if necessary. At a meeting where neither the chair nor the vice chair is present, the LGB will elect a chair from those present for the duration of the meeting.

The chair of the LGB is responsible for the efficient running of LGB meetings. S/he will liaise with the clerk to the LGB to ensure that agendas and associated papers are prepared in good time and circulated in advance of the meeting. It is the expectation that local governors will have read the papers before the meeting to contribute to the effective and efficient governance of the academy. Ideally no meeting of the LGB should last longer than 2 hours and it is the chair's role to ensure proper discussion and participation within this timescale.

The chair will be expected to meet regularly with the Principal and establish a professional working relationship with the Principal and the senior leadership team of the academy.

The vice chair will substitute for the chair in her/his absence and should follow the guidance set out above. Where the absence of the chair is known in good time, it is good practice for the chair and vice chair to liaise in some detail to ensure that the vice chair is properly prepared for the meeting.

### **5.3 Role of the Clerk to the LGB**

This is a crucial role for the smooth running of the LGB. The Trust Board has engaged the services of AMF (UK) Ltd to provide clerking services for both the Trust Board and its LGBs. LGB meeting agendas are agreed centrally by the Trust, with flexibility for each LGB to add academy-specific items. The clerk calls the meeting and the academy uploads papers for LGB meetings onto GovernorHub. The Clerk is responsible for the efficient preparation of the minutes of LGB meetings and their circulation.

The clerk also has a significant role in administration between meetings and maintains appropriate records, including a Register of Interests for all local governors, details of attendance, apologies, and absence from meetings to enable the chair to monitor the commitment of each local governor.

### **5.4 Local Governors taking on designated governance roles**

Individual local governors are encouraged to take oversight for a key aspect of the life of the academy on behalf of the LGB. Each LGB will have flexibility in determining which roles these might be in line with their specific priorities, however each LGB will be expected to appoint a designated Safeguarding governor to oversee the implementation of the Trust's Safeguarding procedures within each academy.

To fulfil these roles effectively, you are encouraged to visit the academy during the day to enable you to develop a better understanding of the academy beyond what is gained by attending LGB meetings. Local governors do not have an automatic right to enter the academy whenever they wish and should arrange their visits in advance with the Principal/relevant link staff member, as appropriate. LGB members are asked to report on their visits at LGB meetings using the relevant reporting template. Any visits undertaken should follow the 'Local Governor Visits Protocol' at Appendix 4

### **5.5 Local Governors Commitment and Conduct**

The Trust Board recognises that membership of an LGB is voluntary however, for an LGB to function efficiently and effectively, there are certain expectations of LGB members in order to achieve this. The Trust Board has adopted a 'Code of Conduct for Local Governors' which sets out the expectations of and commitment required from local governors, with which all LGB members are expected to comply. A copy of the Code of Conduct can be found at Appendix 5.

## 5.6 Support and Training for Local Governors

The Chief Project Officer has a trust-wide remit for supporting and developing effective governance. As part of this trust-wide remit, local governors have access to the following sources of support/training:

- Membership of the National Governance Association (NGA)
- Local governors are encouraged to access governance training offered by:
- Learners First Schools Partnership  
<http://www.learnersfirst.net/>
- Partners in Learning  
<https://partnersinlearning.org.uk/>

Governance training is also offered by:

- Doncaster Governor Services  
<http://buy.doncaster.gov.uk/Training>
- North Lincolnshire School Governor Services  
<https://www.northlincs.gov.uk/schools-libraries-and-learning/school-governors/school-governor-support-services/>

A glossary of terms and acronyms which might be used in LGB meetings can be found at Appendix 5

## 5.7 Useful Weblinks

### Government websites:

DfE site

<https://www.gov.uk/government/organisations/department-for-education>

DfE Academy trusts: governance

<https://www.gov.uk/government/collections/academy-trusts-governance>

Find and compare schools in England

<https://www.gov.uk/school-performance-tables>

Schools Financial Benchmarking

<https://schools-financial-benchmarking.service.gov.uk>

Keeping Pupils Safe in Education

<https://www.gov.uk/government/publications/keeping-pupils-safe-in-education--2>

Workload Reduction Toolkit

<https://www.gov.uk/government/collections/reducing-school-workload>

Get information about schools

<https://get-information-schools.service.gov.uk/>

Education and Skills Funding Agency

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Ofsted

<https://www.gov.uk/government/organisations/ofsted>

Ofsted Parent View

<https://parentview.ofsted.gov.uk/>

### Other interesting websites:

Education Endowment Foundation (EEF)

<https://educationendowmentfoundation.org.uk/>

Fischer Family Trust (FFT)

<https://fft.org.uk/>

National Governance Association (NGA)

<https://www.nga.org.uk/Home.aspx>

Safeguarding in school

[www.safeguarding inschools.co.uk](http://www.safeguarding inschools.co.uk)

## **6. The Local Governing Body and Ofsted**

During an inspection of any school, Ofsted inspectors will always seek to meet those responsible for governance during the inspection. In a Multi-Academy Trust, the board of trustees is the governance body, however as the Trust has delegated specific functions to the LGB, we would expect that Ofsted inspectors would wish to meet representatives from both the Trust Board and the LGB.

The quality and impact of governance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain, if appropriate, a separate paragraph that addresses the governance of the academy. In determining their judgement, Ofsted will consider whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the academy. It is therefore important that members of the LGB have clarity on the roles the board plays in partnership with the Trust Board, the central team, and the Principal.



**THE ROSE LEARNING TRUST**  
**SCHEME OF DELEGATION**  
**2020-2021**

## The Rose Learning Trust Scheme of Delegation

The Rose Learning Trust is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff. The Rose Learning Trust is a medium sized Multi-Academy Trust that covers the South Yorkshire and North Lincolnshire area. In the Rose Learning Trust governance model, each academy is ultimately governed by the Board of Trustees.

A multi academy trust's (MAT) board of trustees is accountable in law for all major decisions about their academies. However, this does not mean that the board is required to carry out all the trust's governance functions, and many can and should be delegated, including to the CEO, the board's committees, and to academy committees. It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such delegation, the individual or committee has no power to act.

The Rose Learning Trust Scheme of Delegation is the key document defining the lines of responsibility and accountability as a MAT

Once determined the SoD must be published on the Trust and its schools' websites.

The SoD reflects both the governance framework and 3 core functions of the governing board as follows: -

1. Ensuring clarity of vision, ethos, and strategic direction
2. Holding the executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the organisation and making sure its money is well spent

The SoD should be reviewed annually, with changes made as the context changes, if necessary, each year.

## Principles

- 1 The Rose Learning Trust, founded in 2016, is an incorporated company and charity that aims to establish and maintain a number of Academies in accordance with guidelines laid down in its funding agreement
- 2 Effective governance in our Academy Trust is supported by the following:
  - Trust Members – the guardians of the constitution
  - Trust Board – The Trustees
  - The Central Team – The Chief Executive Officer (CEO), Deputy Chief Executive Officer (DCEO), Chief Finance Officer (CFO) and Chief Projects Officer (CPO)
  - Local Governing Bodies – the local governors

- 3 The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of Academies
- 4 The RLT Articles of Association sets out the fundamental principles of the organisation. The model consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Scheme of Delegation Matrix
- 5 The governance principles of RLT recognises the importance of developing relationships with common purpose and they are about developing processes and structure in a changing educational landscape
- 6 We will continue to develop our governance arrangements to shape and take account of best practice in the sector
- 7 We are compliant with the principles and regulations set out in the Academies Financial Handbook and the Governors Handbook. RLT governance intends to continue to develop its governance in an effort to ensure outstanding practice in governance.
- 8 Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility

## **Vision and Mission**

**Vision**            **Transforming futures collaboratively**  
**Mission**        **Expecting more than others think possible**

The Rose Learning Trust, a local solution where leaders hold each other to account for the collective performance of the Trust.

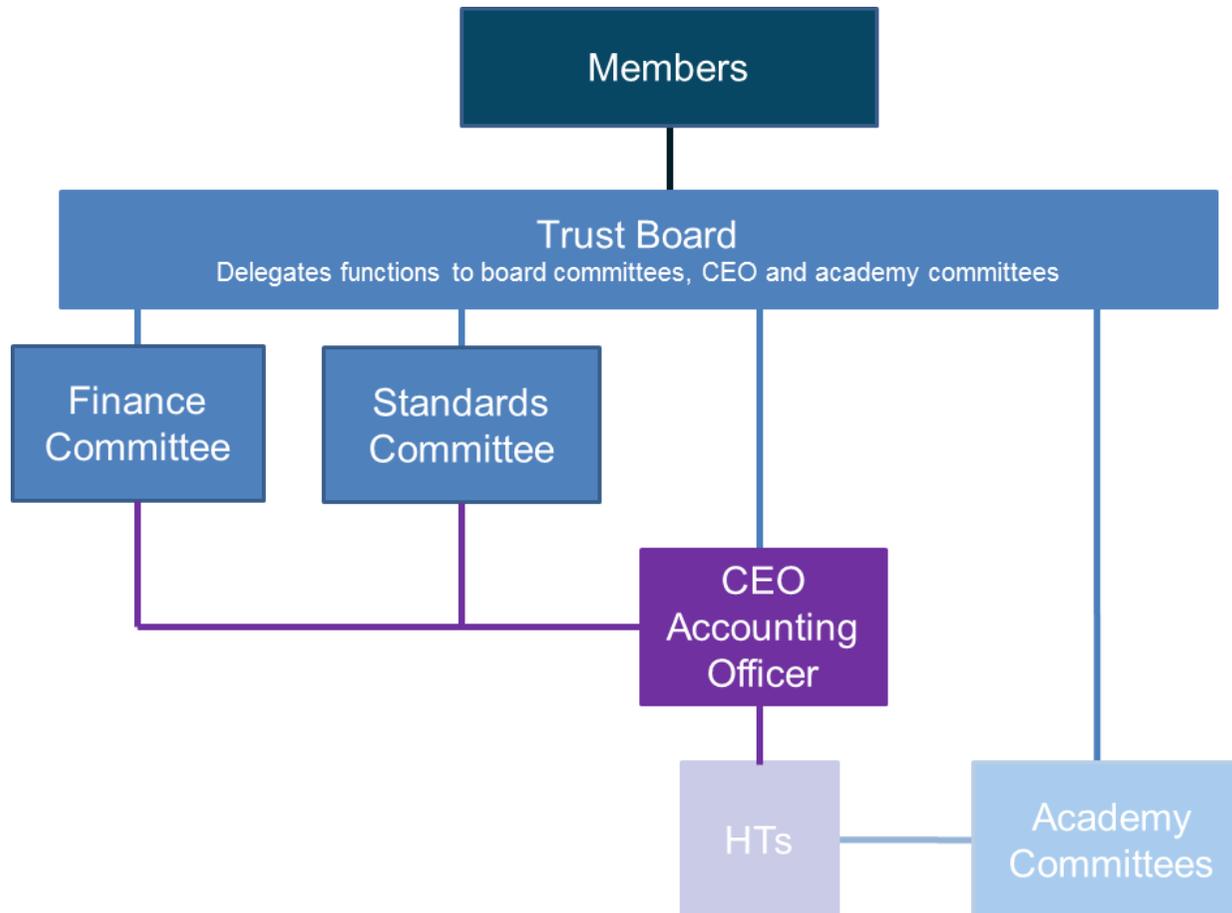
A Trust in which schools seek to support and productively challenge each other to improve outcomes and life chances for all of its children in all its communities

A Trust which shapes the educational future rather than being shaped by events

The work of the Rose Learning Trust has a moral purpose, displayed through our 'ROSE' values, which are applicable to the pupils, staff, and work of the Trust itself

- **Resilience with integrity in a modern world.** A partnership of schools, which is values driven, self-critical, mutually accountable, that respects and has regard for the distinctiveness of each school
- **Opportunity – expecting more than others think possible.** Aspiring to improve on our previous best and always striving for excellence
- **Success for all through excellent teaching.** Improvement for all, socially and academically, and never accepting barriers as an excuse. Fostering a commitment to staff and student learning through authentic engagement and earned autonomy
- **Enjoyment and inclusion.** To champion learning orientated best practice in a collaborative school led system, through a culture of appreciative inquiry and intellectual curiosity

## Governance structure and lines of accountability



### **The board of trustees is responsible for the three core governance functions.**

The board of trustees appoint the chief executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the trust, including the performance of the academies within the trust, and for its financial management.

In turn, the CEO line manages other senior executives and the academies' principals, setting their targets and performance managing them.

The board constitutes committees for finance and standards; these look in detail at resources and progress and attainment across the trust. As board committees, at least three trustees must sit on each.

The board delegates some of its school level monitoring and scrutinising functions LGBs and uses these committees to promote stakeholder engagement and as a point of consultation and representation. Trustees do not need to sit on LGBs, and so lines of communication to the board of trustees must be clearly established. It is usual for the CEO to seek input from the chair of the LGB when undertaking the headteacher's performance management.

As the headteacher is being line managed by the CEO, the LGB no longer carries out the governance function of holding the headteacher to account. However, they must be confident that the trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement will also affect the LGBs role in Ofsted inspections.

### **Roles and Responsibilities**

#### **The role of the members**

The members of the trust are guardians of the governance of the trust and as such have a different status to trustees. Originally, they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (the legal document which outlines the governance structure and how the trust will operate). The Articles of Association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust's articles of association.

There must be at least three members, although the DfE prefer at least five, and while members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be trustees. Members are not permitted to be employees of the academy trust.

## **The role of the trustees**

The MAT is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms ‘trustees’ and ‘directors’ are often used interchangeably. NGA uses the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor trustees.

The trustees are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

1. Ensure clarity of vision, ethos, and strategic direction
2. Hold the executive to account for the educational performance of the trust’s schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

The board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

## **The role of the trust board committees**

The trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in the committee’s terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The Academies Financial Handbook 2016 makes it clear that the board of trustees ‘should have a finance committee to which the board delegates financial scrutiny and oversight’. In trusts with income above a certain level, there must also be a separate audit committee.

## **The Role of the Chief Executive Officer (CEO)**

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust's academies and so the CEO performance manages the academy principals. As there is the delegation of some governance functions to academy committees, this is usually with the academy committee chair alongside.

The CEO is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste, and securing value for money.

The CEO leads the executive management team of the academy trust. The CEO will delegate executive management functions to the executive management team and is accountable to the trust board for the performance of the executive management team.

## **The Role of the Local Governing Bodies (LGB)**

The trustees may establish LGBs to carry out some of its school level governance functions, although as trustees are not required to sit on LGBs, decision making is limited. Usually the LGB will appoint the chair and ensure that two parents are elected to the LGB. The Local Governing Bodies of The Rose Learning Trust academies vary in number but have a minimum of 6 members and a maximum of 8, plus the Principal.

### **Delegated function includes:**

- Building an understanding of how the school is led and managed
- Monitoring whether the school is: working within agreed policies; is meeting the agreed targets
- managing its finances well
- engaging with stakeholders
- being a point of consultation and representation; reporting to the Board

As the LGB is a committee of the board, delegation can be removed at anytime.

## The Role of the Academy Principal

The academy principal is responsible for the day to day management of the academy and is managed by the chief executive or executive principal but reports to the LGB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes

### Overview of Delegation

Key	
Column 1:	Members
Column 2:	Board of trustees of the multi academy trust
Column 3:	Trust board finance committee
Column 4:	Trust board standards committee
Column 5:	Chief executive officer
Column 6:	LGB
Column 7:	Academy principal
Blue box	Function <b>cannot</b> be legally carried out at this level.
✓	Action to be undertaken at this level
✓	Action to be undertaken at this level
A	Provide advice and support to those accountable for decision making
<>	Direction of advice and support

Area	Decision	Delegation						
		Members	Trust Board	TB Finance/ Audit Committee	TB Standards Committee	CEO	LGB	Academy Principal
<b>GOVERNANCE FRAMEWORK</b>								
People	Members: Appoint/Remove	✓						
	Trustees: Appoint/Remove	✓	✓					
	Role descriptions for members	✓						
	Role descriptions for trustees/chair/ specific roles/LGB: agree		✓			<A		
	LGB members: elected					A>	✓	
	Trust Board committee chairs: appoint and remove		✓	✓	✓	<A		
	Academy LGB members: remove		✓			<A	<A	A
	Clerk to board: appoint and remove		✓					
	Clerk to LGB: appoint and remove		✓				✓	
	Disband an ineffective LGB and appoint IAB		✓			<A		
	Articles of association: review and agree	✓	<A			<A		
Systems and structures	Governance structure (committees) for the trust: establish and review annually		✓			<A		
	Terms of reference for board committees and scheme of delegation for LGBs: agree annually		✓			<A		
	Skills audit: complete and recruit to fill gaps		✓			<A>	✓	A
	Annual self-review of trust board and trust committees: complete annually		✓					
	Annual self-review of LGBs: complete annually						✓	
	Chair's performance: carry out 360 review periodically		✓				✓	
	LGBs development of strategic plan: review annually					A>	✓	A
	Succession: plan		✓			<A>	✓	A
	Annual schedule of business for trust board: agree		✓	✓	✓	<A		
	Annual schedule of business for LGBs: agree					✓	A	A

Area	Decision	Delegation						
		Members	Trust Board	TB Finance/ Audit Committee	TB Standards Committee	CEO	LGB	Academy Principal
<b>REPORTING</b>								
Reporting	Publication on trust and schools' websites of all required details on governance arrangements: ensure		✓			<A>	✓	A
	Annual report on performance of the trust: submit to members and publish		✓			<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		<A		
	Annual report of academy LGBs: submit to trust and publish						✓	A
<b>BEING STRATEGIC</b>								
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve See statutory policy checklist		✓	✓	✓	<A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve See statutory policy checklist					A>	✓	A
	Responsibility for actioning all statutory policies							✓
	Central spend / top slice: agree		✓	<A		<A		
	Management of risk: establish register, review and monitor		✓	<A	<A	<A>	✓	A

Area	Decision	Delegation						
		Members	Trust Board	TB Finance/ Audit Committee	TB Standards Committee	CEO	LGB	Academy Principal
Being Strategic	Engagement with stakeholders	✓	✓	✓	✓	✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓			<A		
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓			A>	A	✓
	Chief executive officer: appoint and dismiss		✓					
	Academy principal: appoint and dismiss					✓	<A	
	Deputy Headteacher/assistant headteacher: appoint and dismiss					A>	✓	<A
	Budget plan to support delivery of trust key priorities: agree		✓	<A		<A		
	Budget plan to support delivery of school key priorities: agree					✓	<A>	A
	Trust's staffing structure: agree		✓	<A	<A	<A		
	School staffing structure: agree					✓	A>	A
	Responsibility for actioning the agreed budget plan							✓
	Responsibility for actioning the agreed staffing structure							✓

Area	Decision	Delegation						
		Members	Trust Board	TB Finance/ Audit Committee	TB Standards Committee	CEO	LGB	Academy Principal
HOLDING TO ACCOUNT								
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓	✓	<A>	✓	A
	Reporting arrangements for progress on key priorities: agree		✓	<A	<A	<A>	✓	A
	Performance management of the Chief Executive Officer: undertake		✓					
	Performance management of academy principal:					✓	A	
	Performance management of teachers						✓	A
	Trustee monitoring: agree arrangements		✓			<A		
	Academy LGB monitoring: agree arrangements						✓	A
	Determine internal categorisation of individual academy					✓		
	Academy LGB overall performance monitoring: agree arrangements		✓			<A		
ENSURING FINANCIAL PROBITY (read alongside Finance Scheme of Delegation document)								
	Appoint Chief financial officer for delivery of trusts detailed accounting processes		✓	<A		<A		

Area	Decision	Delegation						
		Members	Trust Board	TB Finance/ Audit Committee	TB Standards Committee	CEO	LGB	Academy Principal
Ensuring financial probity	Trust's scheme of financial delegation: establish and review. See financial scheme of delegation document		✓	✓		<A		
	External auditors' report: receive and respond		✓	<A		<A	✓	A
	CEO pay award: agree		✓					
	Academy principals pay award: agree					✓	A	
	Central staff appraisal procedure and pay progression: review and agree		✓			✓		
Ensuring financial probity	Academy appraisal procedure and pay progression: review and agree (with the exception of the Principal)		✓			<A	✓	<A
	Benchmarking and trust wide value for money: ensure robustness			✓		<A>		✓
	Benchmarking and academy value for money: ensure robustness					A>	✓	A
	Develop trust wide procurement strategies and efficiency savings programme					✓		
	Review and approve trust wide procurement strategies and efficiency savings programme			✓				

## Appendix 2 – Financial Scheme of Delegation

### RASCI Key:

<b>R</b>	<b>Responsible</b>	Those responsible for the task and decision making, who ensure that it is done
<b>A</b>	<b>Accountable</b>	Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible
<b>S</b>	<b>Support</b>	Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help complete the task
<b>C</b>	<b>Consulted</b>	Those whose opinions are sought, and with whom there is two-way communication
<b>I</b>	<b>Informed</b>	Those who are kept up to date on progress

	<b>Finance</b>	<b>Trustees</b>	<b>CEO/CFO</b>		<b>LGB/IAB</b>
1	Compliance with TRLT Financial Regulations and Academy Financial Handbook	A	R		R
2	To establish financial decision levels and limits	A	R		I
3	To establish a charges and remissions policy for the academy	A	R		I
4	To develop and propose the individual academy budgets	A	A	C	R
5	To recommend the first formal consolidated budget plan each financial year	A	A	R	I
6	To plan, manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend	A	A	C	I
7	To approve any amount to be transferred between budget headings and/or likely budget overspends within the RLT Financial Regulations	A	A	C	R
8	Agreeing miscellaneous financial expenditure outside the agreed budget	A	A	C	R
9	To enter into additional contracts which exceed the agreed annual budget allocation within limits specified in the Financial Regulations Handbook	A	A	C	R
10	To authorise acquisition of assets within limits specified in the Financial Regulations Handbook	A	A	C	R
11	To authorise disposal of assets within limits specified in the Financial Regulations Handbook	A	I		R
12	To make payments within agreed financial limits	A	I		I
13	To collect income due to the academy	A	I		I
14	To maintain proper financial records for the academy	A	R		I
15	To prepare monthly accounts for the Trust	A	R		I
16	To monitor compliance with approved financial procedures	A	R		R
17	To appoint internal and external auditors	A	R		I
18	To develop risk management strategies	A	R		R
19	To decide how to apply Pupil Premium	A	C		R

## **Appendix 3 – The Rose Learning Trust Safeguarding Role**

### **SAFEGUARDING GOVERNOR DESCRIPTION**

There is no established role description for a safeguarding governor / trustee and the statutory guidance does not outline the responsibilities of this governor. As such, governing boards do have discretion over which functions they will delegate to an individual governor. However, it is important to remember the full governing board will remain the accountable body.

The role description we have produced is only an example model and should be significantly tailored to the needs of the school or trust.

### **Role and duties of the safeguarding governor**

#### **1. Ensure that the school/trust is compliant with safeguarding policies, procedures, and the law**

- Ensure that a senior member of staff is appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description
- Ensure that a senior member of staff is appointed as the designated teacher for looked after children (to be responsible for the educational achievement for children in care)
- Ensure that inter-agency procedures are being followed where necessary.
- Liaise with the DSL and designated teacher regarding safeguarding matter in the school and local area.
- Ensure that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence.
- Ensure that a system is in place and working effectively to ensure that the school's "Single Central Record" is administered correctly, is up-to-date and compliant with the requirements of statutory guidance "Keeping Children Safe in Education".

#### **2 Lead on the governance of safeguarding**

- Liaise with the headteacher and/or DSL and designated teacher to ensure that safeguarding principles are embedded throughout the school and curriculum.
- Review the annual safeguarding audit and providing a summary report to the full governing body or relevant committee
- Annually review the school's recruitment processes and make recommendations for approval by the governing board.
- Annually review the school's safeguarding policy including child protection and staff behaviour policies; those relating to procedures for allegations against staff members; and those relating to peer-on-peer abuse and make recommendations for approval by the governing board

- Monitor progress and actions against the safeguarding audit
- Ensure pupils understand the safeguarding measures in place and are provided with a means for their voices to be heard and acknowledged.

### **3 Ensure that the school's safeguarding training regime is robust**

- Ensure the DSL receives formal safeguarding training every two years
  - The Trust/LA will provide training or details of training providers.
- Ensure that the designated teacher for looked after children receives appropriate and regular training at least once every two years:
- Ensure all school staff receive formal safeguarding and child protection training on induction.
- Ensure all school staff, including DSL and designated teacher, receives regular, updated safeguarding and child protection updates on annual basis.
- Ensure all governors receive regular, up-to-date safeguarding training - they could be invited to staff training sessions, for example
- Ensure that at least one member of an interview panel has undertaken safer recruitment training.

### **4 Additional responsibilities in a MAT:**

- Ensure that a senior member of trust staff is appointed as the trust wide designated safeguarding lead and that this role is incorporated into their job description.
- Ensure that the child protection policy is understood across the layers of governance and by all stakeholder
- The Child Protection Policy should be ratified at local governing body level, should the trust have them.
- Ensure the trustees and local governors are trained sufficiently and regular
- The Safeguarding Trustee should act as a co-ordinator for those governing at a local level
- Meet with the nominated Safeguarding local governors and disseminated best practice
- Oversee the Trust's Single Central Record, and ensure the proper procedures are in place for it to be administered correctly

## Appendix 4: Local Governor Visits Protocol

### Local Governor Visits Protocol

#### 1. Introduction

Each local governor is expected to make at least one visit to your academy during the academic year, helping the local governing board (LGB) to evaluate and improve practice.

Local governor visits inform understanding of the academy's practices and procedures, allow opportunities to speak to pupils and staff, enable the identification of resource needs, and allow local governors to see the Academy Improvement Plan in action.

Local governor visits allow staff the chance to find out more about governors, provide an opportunity to draw attention to issues or questions they wish to raise, and provide an opportunity to reflect upon and discuss current practice.

Local governors must:

- Remember to respect academy staff and pupils.
- Support the Principal.
- Acknowledge that they are acting on behalf of the LGB and the Trust Board

By following these agreed principles and procedures, local governor visits will be an enjoyable experience for all involved and will significantly contribute towards school improvement.

## **2. Roles and responsibilities**

Local governors are responsible for:

- Meeting their target of one visit per academic year.
- Understanding the needs of staff members through discussions with at least one staff member per academic year.
- Reporting their observations to the LGB during a LGB meeting.

**The Principal is responsible for:**

- Facilitating local governor visits.
- Discussing completed visits with local governors, prior to a report being made to the LGB.

## **3. Protocol**

- Local governor visits are not a form of inspection, and governors will not make judgements concerning teaching or other areas of academy provision in any official capacity.
- Local governors will avoid visiting classrooms where their own pupils are present, where relevant.
- Local governors will not pursue personal agendas during visits.
- Local governors will remain flexible and understand that the academy must make pupils' education the priority, and that this may sometimes lead to the rearranging of visits.
- Local governors will never visit the academy unannounced.
- Visits are not an opportunity for local governors to check on individual pupils or monopolise the time of staff.

#### 4. **Preparing for a visit**

Before a visit, local governors will:

- Arrange their visit at least **one week** prior to the date of the proposed visit – never turn up unannounced
- Agree the purpose of the visit.
- Discuss the context of the activities to be observed.
- Agree their role within the activities.

#### 5. **During a visit**

During a visit, the local governors will:

- Adhere to their agreed role.
- Adhere to confidentiality agreements.
- Adhere to the agreed times and purpose.
- Be sensitive to the needs of the pupils and the wider school community.
- not assume a role different to that which has been agreed
- During a visit, local governors **will not:**
- Behave like an inspector with a clipboard or notebook
- Conduct a lesson observation and attempt to make judgements on the quality of teaching
- Interrupt the teacher or distract pupils during a lesson
- Make promises to staff on behalf of the LGB

## 6. After a visit

After a visit, local governors will:

- Thank the staff and pupils, where appropriate, involved in the visiting activities.
- Discuss the visit with the staff involved in the visiting activity at their convenience.
- Always ensure that you inform an appropriate member of staff that you are leaving the site
- Provide feedback regarding the visit to the LGB.
- After a visit, local governors **will not**:
- Leave without acknowledging staff or pupils involved in the visiting activity.
- Break confidentiality agreements.

## 7. Providing feedback

- Where possible, a time will be agreed between the local governor and staff, at the staff member's convenience, to discuss what was observed during the visit.
- During the discussion, local governors will adhere to the following framework:
- Ask staff for their views on what happened during the visit
- Present your observations
- Provide positive feedback
- Raise any issues/clarification
- Ask further questions
- Thank staff for the opportunity
- By the end of the discussion, both the local governor and staff member(s) will be clear as to what information will be shared with the Principal and the LGB.
- The Governor Visit Pro-forma will be completed as soon as possible after the visit.

- The Principal and local governor will discuss the observation prior to the distribution of the pro-forma.
- A copy of the completed pro-forma will be provided to:
  - The Principal
  - The member of staff concerned
  - The clerk to the LGB
- A copy of the report should be circulated with the agenda papers before the next appropriate LGB meeting.

#### Monitoring and review

- This policy will be reviewed annually by the Principal and the chair of each LGB.
- When reviewing the success of the policy, the Principal and chair will take the following into consideration:
  - Has every local governor conducted at least one visit during the academic year?
  - Has every local governor made links with their allocated subject or area of provision?
  - Has every local governor met with the staff member(s) they are linked to?
  - Are visits achieving the desired outcomes?
  - What worked well?
  - What did not work well?
  - Have there been any unexpected benefits?
  - How can practice be improved?
- Any suggestions to make changes to this policy will be communicated to the Trust Board.

8. Local Governor Visit Pro-forma

<b>Name of Local Governor:</b>	<b>Date:</b>
<b>Purpose of visit</b> <b>(Previously agreed with the Principal/Lead Person)</b> E.g. For the visiting governor/s to gain an overview of the identified subject, policy implementation/impact etc. and to provide some constructive feedback to the relevant academy leader	
<b>How does this fit in with the priorities of the Academy Improvement Plan? What are the links?</b>	
<b>Governor observations and comments</b> E.g. What did you see? What did you learn? What would you like clarified? How long did the visit last?  <b>What went well?</b>     <b>Suggestions....</b>	
<b>Any key issues arising/feedback for the Local Governing Body</b> E.g. The way resources are allocated, the way the academy communicates, progress in implementing a key policy	
<b>Action following Local Governing Body meeting</b> Record any action agreed by the Local Governing Body with regard to this visit	

## **Appendix 5: Code of Conduct for Local Governors**

### **CODE OF CONDUCT**

#### **As Trustees/Governors, we will focus on our strategic functions:**

- Ensuring there is a clarity of vision, ethos, and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupil and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent
- Ensuring the voices of stakeholders are heard

#### **As individuals on the board we agree to:**

- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day to day management
- We will develop, share, and live the ethos and values of our Trust/Academy
- We agree to adhere to Trust/Academy policies and procedures as set out by the relevant governing documents and law
- We will work collectively for the benefit of the Trust/Academies
- We will be candid but constructive and respectful when holding senior leaders to account
- We will consider how our decisions may affect the Trust/academies and local community
- We will stand by the decisions that we make as a collective
- Where decisions and actions conflict with the Seven Principles of public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities
- We will only speak or act on behalf of the board if we have the authority to do so
- We will fulfil our responsibilities as a good employer, acting fairly and without prejudice
- When making or responding to complaints we will follow the established procedures
- We will strive to uphold the Trust/Academy reputation in our private communications (including on social media)

#### **Demonstrate our commitment to the role:**

- 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
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol
- We will get to know the Trust/Academy well and respond to opportunities to involve ourselves in school activities
- We will visit the Trust/Academy and when doing so will make arrangements with relevant staff in advance and observe school and board protocol
- When visiting the school in a personal capacity (i.e. as a parent or carer) we will continue to honour the commitments made in this code
- We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis

## **Build and maintain relationships**

- We will develop effective working relationships with school leaders, staff, parents, and other relevant stakeholders from our local communities
- We will express views openly, courteously, and respectfully in all our communications with board members and staff both inside and outside of meetings
- We will support the chair in their role of leading the board and ensuring appropriate conduct

## **Respect and Confidentiality**

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

## **Declare conflicts of interest and be transparent**

- 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
- We will also declare any conflict of loyalty at the start of any meeting should the need arise
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote
- We accept that the Register of Business Interests will be published on the Trust/Academy website
- We will act in the best interests of the Trust/Academy as a whole and not as a representative of any group
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interest, category of governor and the body responsible for appointing us will be published on the Trust/Academy website
- We accept that information relating to board members will be collected and recorded on the DfE's national database of Governors (Get Information about Schools – GIAS) some of which will be publically available

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions

**Adopted by** .....

**Signed** .....

**Date** .....

This Code of Conduct will be reviewed annually, upon significant changes to the law and policy or as needed and it will be endorsed by the Trust Board and Full Governing Body

## Appendix 6: Glossary of Terms used in meetings within reports

AC	Academy Committee – a committee of the trust board in a MAT. The role and responsibility of any committee is defined in the MATs Scheme of Delegation
Academy	Academies are publicly funded independent schools. Academies have different governance arrangements from other schools
Academy converter	A school which converted to academy status voluntarily (usually high performing at the time of conversion) having previously been a local authority-maintained school
Academy Sponsor Led	A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)
Admissions code	A document providing statutory guidance on school admissions with which all schools must comply
AFH	Academies Financial Handbook a handbook issued by the ESFA that sets out the financial management and financial governance requirements that apply to all academy trusts
Articles of Association	The articles of association are the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board
ASCK	Association of School and College Leaders – a headteacher union
ASP	Analyse School   Performance – the web-based system to disseminate school performance data to schools
Assessment without levels	A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how to track pupil progress and attainment. Children will still sit SAT exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations
ATL	Association of Teachers and Lecturers – a union for educational professionals now merged with the NUT to form the National education union
Attainment Targets	These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum
AWPU	Age-weighted pupil unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school
Baseline assessment	Assessment of pupils’ attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement
Capital Funding	Spending on projects, improvements, and extensions to the school’s land and buildings
CEO	Chief Executive Officer – the lead professional and head of the executive branch for a group of academies known as a multi academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the Trust Board for all aspects of the MAT as a whole
CFO	Chief Financial Officer – the individual who leads the finance department, such as the finance director, business manager or equivalent
Chair’s action	In maintained schools the chair is allowed to make decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil, or a parent. In academies, this power is not automatic and must be delegated to the chair
Charity Governance Code	A sector developed code to support continuous improvement of the board, endorsed by the Charity Commission
Clerk	The clerk is the ‘constitutional conscience’ of the governing body. They provide advice on governance, and constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements
‘Coasting’ school	A school or academy whose performance falls within the government’s ‘coasting’ definition and is therefore eligible for intervention

Collaboration	An agreement between two or more schools to work together on one particular issues. The keep their individual governing boards, but may set up a joint committee to which they can delegate powers
Community MAT	A local community centred schools led MAT. These MATs tend to have pupil numbers in the thousands, rather than the tens of thousands, with a genuine collaboration between multiple schools in close geographical proximity
Community Schools	Maintained schools at which the local authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also takes a proportion of income known as 'top-slice' to the provision of central services such as HR, legal etc
Community Special Schools	Maintained schools that makes special education provision for pupils with statements of special school's educational needs and disabilities (SEND) or education, health, and care plans (EHCPs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria
Competency framework for governance	A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance
Competitive Tendering	Obtaining quotes or tenders from alternative suppliers before awarding contracts
Co-opted Governors	Appointment by the governing body, generally based on their skills
CPD	Continuing Professional Development for school staff or the governing body
DDA	Disability Discrimination Act
Delegated Budget	Money provided to schools, which governors can manage at their discretion
Delegated Powers	Authority given to a committee, an individual trustee, or the headteacher/chief executive to take action on behalf of the trust board/LGB. In MATS this also refers to powers delegated to LGBs
Designated Person	Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement
DfE	Department of Education – the government department responsible for schools and children
Directed Time	Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1,265 hours in a school year
Disapplication	A term where national curriculum requirements may not apply to a pupil
EAL	English as an additional language
EBD	Emotional and behavioural difficulties
Education Forum	Established by the government as a consultative group including the National Governance Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions
EEF	Education Endowment Foundation
EHCP	Education, health, and care plan – the document that replaces statements of SEN and learning difficulties assessments for children and young people with special educational needs
ESFA	Education and Skills Funding Agency – it is responsible for all revenue and capital funding for schools and is part of the DfE
ESG	Education Service Grant – introduced in 2013 to replace the Local Authority Central Spend Equivalent Grant (LACSEG) to make funding of education services more appropriate for increasing number of academies. The ESG gives local authorities and academy trusts money to fund their schools' services on a pe pupil basis as an unringfenced grant
ESO	Education Supervision Order, which Las may apply to deal with cases of poor attendance at school
Ethos	The morals, values and beliefs that do, or at least should, underpin the school culture
EWO	Education Welfare Officer 0 a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in cooperation with the school

Exclusion	The temporary or permanent removal of a pupil from school for serious breaches of the school's behaviour and discipline policy
Executive Headteacher	Unlike a traditional head teacher who leads one school only, an executive head teacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or has management responsibility significantly beyond that of a single school site
Ex Officio	Able to attend meetings by virtue of holding a particular office
Extended schools/services	Schools that provide a range of services and activities, often beyond the school day, to help meet the needs of the pupils, their families, and the wider community
Federation	Two or more local authority maintained (or community) schools governed by one governing body
FFT	Fischer Family Trust - a non-profit company that provides data and analysis to As and schools in England and Wales
Form of entry	The number of classes of 30 children that a school admits each year
Foundation governor/trustee	Appointed by the foundation board
Foundation schools	Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria
Foundation special schools	Maintained special schools, which have the same freedoms as foundation schools
Foundation stage	Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision
Free School	A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system
FSM	Free School Meals – pupils are eligible for FSM if their parents receive certain benefits
Funding Agreement	The document that sets out the relationship between an academy/MAT and the Education and Skills Funding Agency (ESFA) /Department for Education (DfE)
GAG	General Annual Grant – the mains source of revenue funding for academy trusts
Governing Board	Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)
Governing Body	Refers to the governing body of a maintained school only
Governor Services	May be 'in house' in larger MATs but often externally commissioned, governor services providing essential support to the governing body which may be in the form of training, advice, or clerking service. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority's governors services or seek alternative arrangements
GMB	Union of general workers, many school support staff will be members of this union
HLTA	Higher level teaching assistant
HMCI	Her Majesty's chief inspector of schools
HMI	Her Majesty's inspector
HSE	Health and Safety Executive
HTB	Headteacher board - each regional school commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions
IEP	Individual Education Plan
INSET	In-service education and training – courses for practising teachers and other school staff
Instrument of Government	A legal document setting out the composition of maintained governing bodies
ISBL	Institute of School Business Leadership – a professional body supporting the school business leadership community. Formerly the National Association of School Business Manager (NASBM)

KS 1-4	Key Stages 1-4. The four stages of the national curriculum; KS1 for pupils aged 5-7; KS2 for 7-11, KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19-year olds but is not part of the national curriculum
LA	Local Authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for planning school places. It also provides other services to schools, which may be provided via a service level agreement to maintained schools and in many cases to academies
LAC	Looked After Children – children who are in care provision. May also refer to children who have been in care at any time over the last six years
LA Governor	Nominated by the LA but appointed by the governing body
LGA	Local Government Association -national organisation supporting and representing local government
LGB	Local Governing Body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC
LGC	Local Governing Committee- a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB
Local Association	A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise events and provide formal support and training opportunities
Maintained Schools	Publically funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines
MAT	Multi Academy Trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)
MAT Board	Common term for the board of trustees overseeing a MAT
Mixed Ability	A teaching group in which children of all abilities are taught together
NAHT	National Association of Head Teachers – a headteacher union
NAO	NATIONAL Audit Office – scrutinises public spending for parliament. It audits the financial statements of all central government departments, agencies, and other public bodies, and reports the results to parliament
NASUWT	National Association of Schoolmasters Union of Women Teachers – a teaching union
National College	National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of children’s services. In particular, it is responsible for the National Professional Qualification for Headship, the Chair of Governors’ Leadership Development Programme and National Clerks’ Development programme
National Curriculum	This was established by the 198 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to
NEU	National Education Union – a teaching union formed by the merger of the NUT and ATL
NFER	National foundation for Education Research
NGA	National Governance Association. The national membership organisation for school governors, trustees, and clerks
Non-teaching (support) staff	Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners, and office staff
NOR	Number on roll
NQT	Newly Qualified Teacher
MSC	National Schools commissioner – a civil servant responsible for coordinating the work of the eight RSCs
NUT	National Union of Teachers – a teaching union now merged with the ATL for form the National Education Union

Ofqual	Office of the Qualifications and Examinations Register – the regulator of examination and qualifications
Ofsted	Office for the Standards in Education, Children’s Services and Skills – the body that inspects education and training for learners of all ages and inspects and regulates care for children and young people
PAN	Published admissions number – the number of children the LA (or governing board) of a foundation or voluntary or academy trust determines must be admitted to any one-year group in school
Parent Governors/trustee	Member of the governing board elected by the parents of the school’s pupils
Partnership governor	In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos
PE and Sports Premium	Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum
Peripatetic teacher	One who teaches in a number of schools, to give specialist instruction, e.g. music
PFI	Private finance initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (e.g. infrastructure) and related services
PGCE	Post-Graduate Certificate of Education
PGR	Parent governor representative – elected to serve on a local authority committee discharging the education functions of the LA
PI	Performance indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages
PPA	Planning, preparation, and assessment – 10% guaranteed non-contact time for teachers
PRP	Performance Related Pay – schools following the STPCD must now ensure teachers’ pay is linked to their performance
PRU	Pupil referral unit – alternative education provision for pupils unable to attend a mainstream school or special school
PSP	Pastoral support programme for pupils at serious risk of permanent exclusion
PTA	Parent teacher association – or PSA (parent staff association)
PTA UK	National membership organisation for parent teacher associations – formerly MCPTA
PTR	Pupil/teacher ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers
Public Sector Equality Duty	Its decisions affect people who are protected under the Equality Act
Pupil Premium	Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces
QTS	Qualified Teacher Status
Quorate	A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate
Quorum	The minimum number of members present at a meeting before decisions can be made
RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation was the web-based system to disseminate school performance data to schools. Now replaced by Analyse School Performance (ASP)
Resolution	A formal decision which has been proposed, seconded, and agreed – not necessarily by a vote – at a meeting
Revenue Funding	Revenue funding can be spent to provide services and buy items that will be used within a year. Example includes salaries, heating, lighting, services, and small items of equipment

ROA	Record of Achievement
RSCs	Regional schools' commissioners – civil servants who act on behalf of the secretary of state. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the school's commissioner
SACRE	Standing Advisory Council on Religious Education - local statutory board that advised on religious and collective worship
SAT	Single academy trust – an academy trust that consists of just one school
SATs	Standard assessment tasks – used for national curriculum assessment
SBM	School business manager – a professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team
School Census	A statutory return that takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census
Schools forum	A school forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers. Academies also have representation on school forums
SDP	School development plan – the operational document describing how the school will work towards the strategic priorities set by the governing body
Secondment	The release of staff on a temporary basis for work elsewhere
Secretary of State	The senior government minister with responsibility for education. Leads the Department for Education
SENCO	Special educational needs co-ordinator – the teacher responsible for co-ordinating SEND provision in the school
SEND	Special educational needs and disabilities – learning difficulties for which special educational provision has to be made
SENDIST	Special Educational Needs and Disability Tribunal
Service Level Agreement	A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider
Service premium	Funding allocation to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in receipt of a child's pension from the Ministry of Defence
Setting	A system of organising pupils into ability groups for particular subjects
Short inspection	A one-day Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged to be 'outstanding')
Sims	Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff, and resources, provided by Capita
SoD	Scheme of Delegation – the key document in a MAT defining which functions have been delegated and to whom, clearly showing the lines of accountability within a trust
Special School	Pupils with a statement of special educational needs and disabilities (SEND) or an education, health, and care plan (EHCP) whose needs cannot be fully met from within mainstream provision
Special Unit	A unit attached to a mainstream school to cater for children with specific needs (or resourced provision)

Sponsor	An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, business, and charities
SSAT	Specialist Schools and Academy Trust
Taff governors/trustee	Elected by those who are paid to work at the school
Statementing	Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health, and care plans (EHCPs)
STPCD	School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteacher in maintained schools in England and Wales. Many academies
Strategic Plan	The school's strategic document that sets out a small number of key priorities for the school over the next three to five years. The governing board should take the lead on developing the strategic plan
STRB	School Teachers' Review Body – makes recommendations to the secretary of state on teacher's pay
Streaming	Placing pupils in classes according to their ability across a range of subjects
TA	Teaching assistant
Teaching Schools	Schools that work with others to provide CPD for school staff
Terms of reference	The scope and limitations of a committee's activity or area of knowledge
TES	Formerly known as The Times Educational Supplement, a weekly publication providing education news, analysis and opinion for teachers, school leaders and other educators
TLR	Teaching and learning responsibility – payments made to teachers for additional responsibility
Trust deed	The deed which a voluntary controlled school has been established
TSA	Teaching school alliance – led by teaching schools and include schools that are benefiting from support as well as strategic partners
UNISON	Union of Public Employees. Many school support staff will be members of this union
UTC	University technical college – a type of academy, specifically for pupils aged 14-19 and designed to offer a combination of technical, practical, and academic learning
VA	Voluntary aided – a school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's building and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code
Value Added	The progress schools help pupils make relative to their individual starting points – rather than looking at raw results, value added also takes into account the prior attainment, thus enabling a judgement to be made about the effect of the school on pupils' current attainment
VC	Voluntary controlled – usually a denominational school wholly maintained but with certain residual rights regarding religious worship
Vertical grouping	Classes formed (in primary schools) with children of different age groups
Virement	The agreed transfer of money from the budget heading to which it has been allocated to another budget heading
Virtual school headteacher	Looked after children are on a virtual school roll, and each local authority employs an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They also work with professionals in the children's

	services department of the council and with all schools in the area to promote the education children in care
Vision	The school's vision should, in a few sentences, describe what the school will look like in three to five years' time
Vocational	A subject that would not be considered academic in the traditional sense. Students in KS4 and KS5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A-levels
VOICE	A teaching union
Work experience	A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time