GOVERNANCE HANDBOOK

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Introduction

Thank you for agreeing to play a valuable role in the governance of Reach South Academy Trust. A warm welcome from us all at the Trust. We are a family of academies that work in collaboration for the benefit of all of our pupils and students.

Reach South is an exempt charity, which relies on the crucial input of a considerable number of volunteers, supported by an experienced team of staff. Due to the size of the organisation and the number of academies for which it is responsible for, coupled with its drive for accountability, it is also a complex organisation with various important layers of governance. We strongly believe that our charitable objectives, to advance education in the UK, are best realised through collaboration, not only within the Trust but also beyond the Trust, where it brings educational benefit to children and young people.

Executive summary

In this handbook we explain the key elements of our much valued governance arrangements and structures. Importantly, we set out our:

- Core values
- Curriculum principles and
- Core behaviours,

which underpin all of our activities as a Trust.

Our governance arrangements are made up of the following layers:

- **The Members** – who act as guardians of the Trust with a role similar to that of shareholders of a limited company.
- **A Board of Trustees** – who are appointed by the Members to oversee the business of the Trust, agreeing the overarching strategic direction and ensuring robust governance.
- **The Trust Board Committee structure** - which enables focussed attention on key areas in support of the functions of the Board.
- **The CEO and the Executive Team** – who together manage the day-to-day business of the Trust in line with policies approved by the Board.
- **The Local Governing Bodies** – who provide challenge and support to their Academy Leadership Teams.
- **The senior leadership team in each Academy** - the Headteacher/ Principal and senior leadership team of each Academy, who manage the day-to-day business of an individual academy under the oversight of the Executive Team and with challenge and support from their LGB.

In line with its powers of delegation and the principles set out in this Handbook, the Board of Trustees has delegated certain functions and tasks across the various layers of governance. These are set out in our 'Roles and Functions Matrix'.
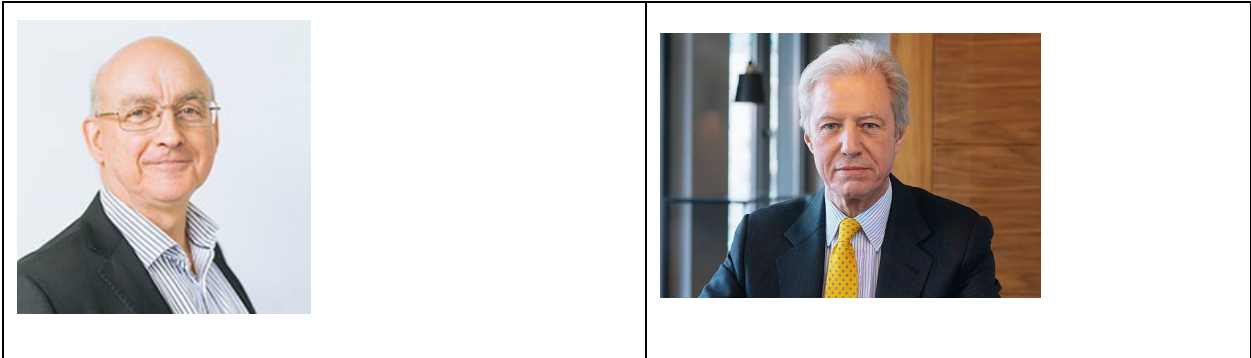
We hope this handbook is helpful in explaining the governance structure and how your role is a crucial part of the monitoring and overseeing our academies' work.

Dean Ashton   Marcus Agius CBE

Chief Executive Officer (CEO)   Chairman of the Trust Board

Contents

Our vision and values

Chapter One

1.1 Introduction to Reach South (the Trust)

Reach South is a Multi Academy Trust (MAT) that was established to serve the South West of England. We are operating 15 academies in Plymouth, Bournemouth, Wiltshire and Gloucestershire. Reach South was established as a Trust to provide primary, secondary and special education. Our academies serve children and young people from the age of two to nineteen.

Reach South is the sister Trust of REAch2 Academy Trust, which was established in 2012 and operates 60 primary academies across the Midlands, London and the South East of England. Reach South and REAch2 share a set of educational values and work in close collaboration and partnership together, although the two Trusts are separate and independent legal entities. Those shared values are embodied in our family name: REACH – Raising Educational Achievement for Children.

> *"Aspiration beyond expectation"*

1.2 Core Values

Inclusivity. Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.

Promoting social mobility. This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:

- high standards of educational achievement;
- high standards of social skills and interpersonal skills;
- high standards of communication skills;
- high standards of critical thinking, problem solving and creativity; and
- understanding of society, economy, environment and an appreciation of contribution and participation.

Serving our local communities. Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it isfundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that thecurriculum reflects the needs and uniqueness of its community.

Believing in the potential of our young people. Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.

Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development. We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to make a contribution to securing a society capable of developing, evolving, improving and being sustainable.

1.3   Curriculum Principles

High standards of educational achievement. Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.

Broad, rich and experiential curriculum. Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.

Relevant learning pathways. As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.

Research based curriculum. There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.

Teaching young people to be effective learners. So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

1.4   Core Behaviours

Encouraging professional freedom. We expect our school Leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.

Championing young people, not institutions. We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.

Collaboration not competition. As a charitable education Trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 by way of example. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it bringsbenefits to

our young people.

Integrity and Trust. We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.

Developing our people. Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

Governance of the Trust
Chapter 2

2.1 Overview of governance

An overview of the Trust's governance:

Multi-Academy Trusts (MATs), like Reach South, are publicly funded charitable companies. MATs are exempt charities, which means that they do not have a charity number but they do have a company number. Nevertheless, a MAT is a publicly funded charity.

By way of summary, the Trust is governed by:

- **The Members** – who act as guardians of the Trust with a role similar to that of shareholders of a limited company.
- **A Board of Trustees** – who are appointed by the Members to oversee the business of the Trust, agreeing the overarching strategic direction and ensuring robust governance. The functions of the Board are supported through the Trust Board Committee structure which includes:
    - Finance,
    - Risk and Audit,
    - People,
    - Educational Standards and Performance,
    - Performance and Remuneration;
- **The CEO and the Executive Team** – who together manage the day-to-day business of the Trust in line with policies approved by the Board.
- **The Local Governing Bodies** – who provide challenge and support to their Academy Leadership Teams.
- **The senior leadership team in each Academy** - the Headteacher/ Principal and senior leadership team of each Academy, who manage the day-to-day business of an individual academy under the oversight of the Executive Team and with challenge and support from their LGB.

2.2 The Members

As a charity its founding Members established the MAT. Their purpose in establishing the charity is to fulfil the charitable objects set out in our Articles of Association, which is broadly to advance education in England through establishing and operating academies.

The Members of an Academy Trust are sometimes referred to as the 'custodians of the constitution'. They have a number of statutory rights and rights set out in the Trust's Articles.

The Members do not have any specific duties imposed on them by the Companies Act 2006 (the Act) but:
- recent case law has confirmed that they have a fiduciary duty to act in the best interests of the objects of the MAT; and
- the Department for Education ("DfE") expects them to play a key role in ensuring the effective governance of the MAT.

Having established the MAT, the Members ensure that it meets its charitable objects and fulfils its statutory and regulatory obligations by appointing a Board of Trustees to govern the charity. The Members do not interfere with the way that the Board runs and govern the Trust, though they could remove the Board if for example, it failed to operate the Trust in accordance with its Articles of Association or its Master Funding Agreement with the Secretary of State.

Members are asked to provide a "guarantee" such that if the Trust were to be wound up and the assets did not meet all of its liabilities, they would be asked to contribute £10. There must be a minimum of 3 Members although the DfE has a preference for 5. The Members cannot receive any payment from the Trust (unless this is properly authorised).

Members' business is conducted at Members' meetings (which are "General Meetings"), or by written resolution. Typically, Members will meet less frequently than the Trustees but are required to meet at least once a year at the Annual General Meeting (AGM).

They are able to:
- change the name of the Academy Trust
- change the Objects (which would require Charity Commission and Secretary of State consent)
- change the structure of the Trust Board
- amend the Articles of Association
- pass a resolution to wind up the Academy Trust
- appoint the auditors (save to the extent that the Trustees may make a casual appointment)

The DfE's position in relation to the roles of the members within a multi-academy trust is most clearly articulated in this publication: Academy trust governance - structures and role descriptors (publishing.service.gov.uk).

Information about the current Members of the Trust can be found on our website here Reach South Academy Trust - Members.

2.3   The Role of Trustees

"The trust board is the decision-making body of the academy trust and is accountable and responsible for the academy (or all the academies equally) in the academy trust."
(DfE: Academy trust governance - structures and role descriptors (publishing.service.gov.uk).

The Board of Trustees is accountable for all aspects of the Trust's strategic intentions, its vision and values, its operations, the welfare and safety of all of its pupils, staff, volunteers, and visitors. The Trustees are held to account for the proper financial management of the MAT and the educational outcomes of all of its pupils. The Trustees are both the charity trustees of the MAT and the directors. Trustees cannot receive any form of payment for their work as a Trustee (unless expressly authorised by the Charity Commission). Their work is charitable and motivated by contributing to the public good.

As set out in the Governance Handbook, all trust boards have three core functions:

1. Ensuring clarity of the vision, ethos and strategic direction.
2. Holding the Executive Leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.

In order to fulfil their obligations to ensure that the MAT is managed in accordance with its

charitable objects and the regulatory framework put in place by the Government, the Trustees appoint an Executive to manage the MAT. The Executive must include a Chief Executive Officer (CEO) and Chief Financial Officer (CFO). The CEO is also the 'Accounting Officer' and in that role has a personal accountability to Parliament for the appropriate management of the Trust as set out in our funding agreement with the Secretary of State. In order to distinguish between the voluntary leadership and governance role of Trustees rather than the salaried leadership and management role of the Executive Team, Trustees are sometimes referred to as non-executives on the Board.

Reach South Academy Trust is a growing and complex organisation that is geographically dispersed. In order to effectively govern such a large organisation the Board has established a number of Sub-Committees. These Sub-Committees act on behalf of the Board and with clear Terms of Reference. Local Governing Bodies are examples of key Sub-Committees of the Trust Board.

More information about the role and functions of the Trustees can be found in:
- Academy trust governance - structures and role descriptors (publishing.service.gov.uk).
- The terms of reference for the Trust Board.

Information about the current Trustees is available at Reach South Academy Trust - Trustees

2.4   The Executive Team

The Board appoints an Executive team to manage the Trust. The Executive Team, led by the CEO, has delegated responsibility to manage and operate the Trust. In order to do this the Board delegates a range of authorities to the CEO including the management of the Trust's finances and the appointment of all staff in our academies and central teams.

The CEO and the Executive Team will directly appoint and performance-manage the most senior posts in the Trust, such as Headteachers. However, they will also establish an organisational structure and delegate some of their functions to other Managers. For example, while the CEO will be directly involved in the appointment of all Headteachers, the responsibility for recruiting and managing the rest of the academy staff is delegated to the Headteacher.

There is no distinction between the staff employed in our academies or our central teams. All staff are employed by Reach South and are ultimately accountable to the CEO.

More information about the role and functions of the Executive Team can be found in the Terms of reference for delegation to the Executive.

Information about the current CEO and Executive Team is available at Reach South Academy Trust - Executive Team

2.5   The Local Governing Body (LGB)

The role of a LGB is an important one. It is to provide focused governance for the academy at a local level and it is the intention of the Trust Board to ensure that the responsibility to govern the academy is vested in those closest to the impact of decision-making. The LGB monitors the academy's key performance indicators and acts as a critical friend to the Headteacher and the academy's senior leadership team, providing challenge where appropriate.

The LGBs carry out their functions in relation to their respective academy on behalf of theTrust

Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

The LGB provides:

- overview and scrutiny of the performance of the Academy;
- policy development for the Academy where this is delegated to the LGB by the Trust;
- scrutiny of policy compliance by the Academy where policy is set by the Trustees;
- a champions for the Trust, the Academy and its leaders; and
- engagement with the parents/ carers of pupils and the wider community.

The Trust Board and the LGB acknowledge that they each play a crucial role in the governance of the Academy and commit to working together in the best interests of the Trust and the Academies. They also acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled to:

- overrule a decision of the LGB; and/ or
- remove delegated powers from a LGB

if (in their reasonable opinion) they consider it to be in the best interests of the Academy or the wider Academy Trust.

2.6 The Governance Professional

In accordance with the requirements of the Articles and the Academy Trust Handbook, the Trustees have appointed a 'Governance Professional' who is the clerk to the Board. The Governance Professional may be (but is not required to be) appointed as the company secretary of the Trust.

The Governance Professional cannot be a Trustee (nor be the CEO or a Headteacher in the Trust). However, if the Governance Professional fails to attend a meeting of the Trustees, the Trustees may appoint any one of their number or any other person to act as the Governance Professional (or clerk) for the purposes of that meeting.

The Trust recognises that high quality professional clerking is crucial to the effective functioning of the board. In their role as the Governance Professional and in line with the DfE Governance Handbook, the relevant individual is tasked with:

- ensuring effective organisation and administration of the governance functions of the Trust and
- helping the board understand its role, functions and legal duties and supporting the chair to enable and facilitate strategic debate and decision making.

The Governance Professional shall also work closely with the clerks to the LGB ensuring that they are appointed in accordance with the LGB terms of reference and that training is in place where required for the effective fulfilment of the role.

The Trustees and the Governance Professional shall have regard to any DfE guidance relating to the role of 'the Governance Professional' including the DfE's Clerking Competency Framework which sets out the knowledge, skills and behaviours required to provide professional clerking to the governing boards of academy trusts.

The Governance Professional will be offered professional support through continued professional development andan annual appraisal.

2.7   Working together

In recognition of a focus on enhancing collaboration and collaboration between the layers of governance across the Trust:

- The Executive Team will provide communications on behalf of the Board to the LGB at regular intervals to:
  - update LGB members on wider strategic matters which might be impacting the Trust;
  - share best practice amongst the Academies; and
  - to provide support and guidance to the LGB on their role and areas of recommended focus.

- With the support of the Clerk to the LGB, LGBs are asked to provide a summary report to the Governance Professional following their meetings to bring certain matters to the attention of the board as may be required.

The relationship between the Trust Board (and their committees), the Executive Team and the LGB is underpinned bythe principles that there should be no duplication of governance and governance should be as close to the point of impact of decision-making as possible.

The Trust Board, Executive Team, the Governance Professional and the LGB will work closely together and the Trustees and LGBs (as may be applicable) shall ordinarily promptly implement any advice or recommendations made by the Executive Teamin respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

2.8   Stakeholder voices

The Trust is committed to hearing the voices of their various stakeholders (especially pupils, parents and staff) and to ensuring arrangements are in place to receive feedback and to respond appropriately. This includes engaging stakeholders through defined governance arrangements (including elected parent and staff Governors on the LGBs) and more broadly.

Accessing and responding to pupils' collective concerns is an important part of the operationsand governance of Reach South academies. All academies have active Pupil Councils with representatives from each year group. Each LGB is expected to give due regard to issues that are raised though the Pupil Council and the management actions taken in response to the issues.

Scheme of Delegation

Chapter Three

3.1 Governance and Management

An effective MAT is one that has effective governance and effective management working together in the best interests of our Trust, our pupils and our staff. This requires clarity of the difference between governance and management and how they work together in the best interests of the Trust.

The Trust Board has the right to review and adapt its governance structure at any time which includes removing delegation.

3.2 Principles of delegation

Trusteeship (and directorship which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g. the Chair) and what will be delegated to the Executive Team. The Trustees must also consider when and from whom they should take professional advice.

In determining whether delegation is appropriate, the Trustees will have regard to the following principles:

- non-executive powers must be exercised by the Trustees personally and may not be delegated;

- except when it is impracticable to do so, executive powers should be delegated to the CEO and Director of Finance, who may authorise further delegation; and

- every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

The Trustees must not delegate any of their powers listed in Annex 3 of the Trust Board Terms of Reference ("the Reserved Matters").

3.3 Delegation from the Trust Board

The Trust Board has approved terms of reference which give effect to delegations to the following:

- Board committees including the following committees:
    - Finance,
    - Risk and Audit,
    - People,
    - Educational Standards and Performance,
    - Performance and Remuneration;
- the LGBs;
- the Executive Team (which in turn may delegate to further individuals).

3.4 Roles and Functions Matrix

In addition, the Trust Board has approved the delegations set out in the following Roles and Functions Matrix:

Governance

Members	Trustees	LGB members	Executive Team	Headteacher
To review and amend the Articles of Association (the **Articles**) To change the name of the Academy Trust To receive an annual report from the Trustees and the CEO on the Academy Trust's performance To appoint Trustees in accordance with the Articles To carry out and review a skills audit of the Members To review a skills audit of the Trustees To consider the effectiveness of the governance of the Academy Trust	To review and amend: • the Terms of Reference for the Trust Board and its committees • the Constitution and Terms of Reference of the Local Governing Bodies (including those relating to Transition and Intervention Boards) • the Terms of Reference for delegation to the Executive • this Roles and Functions Matrix To carry out and review a skills audit of the Trustees To determine the Board's Reserved Matters To determine the educational character, mission and ethos of the Academy Trust To appoint a Company Secretary (if required) To appoint a Governance Professional with the right knowledge, skills and behaviours in accordance with the DfE's Clerking competency framework To review and amend the policies of the Academy Trust which are reserved to the Board under this Roles and Functions Matrix, the Policies Schedule or otherwise if required in accordance with DfE guidance.	To champion the Reach South vision and values in the Academy and to ensure the wellbeing of the pupils To determine the educational character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Academy Trust) in collaboration with the Headteacher and other school leaders To ensure that the school has a medium to long-term plan for its future and that there is a robust strategy in place for achieving its vision In accordance with its Terms of Reference, to appoint (and remove) from its number: Chair, Vice-Chair and Local Governors with specific responsibilities To appoint a clerk to the Local Governing Body To review and tailor the policies of the Academy (in line with this Roles and Functions Matrix and the Policies Schedule) To implement a means whereby the Academy can receive and react to pupil, parent and staff feedback To establish and maintain a relationship with members of the local community To carry out and review a skills audit of the LGB With the support of the clerk, to provide a summary report to the Governance Professional to bring certain matters to the attention of the board as required.	To attend meetings of the Trustees and to provide a CEO's report To support the appointment process for the Company Secretary and Governance Professional To secure professional advice on behalf of the Trustees as may be requested To support the Trustees and the Academies in the preparation of Trust-wide and Academy specific policy requirements To ensure that the Academy Trust meets its publishing requirements under the funding agreement (including those in the Academy Trust Handbook) To identify and encourage areas for efficiency (e.g. shared policies and sharing good governance practice) The Executive will provide communications at regular intervals to: • Update LGB members on wider strategic matters which might be impacting the Trust; • Share best practice amongst the Academies; and • To provide support and guidance to the LGB on their role and areas of recommended focus.	To implement the educational character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Academy Trust) as determined by the LGB To attend meetings of the LGB and to provide a Headteacher's report To support the appointment process for the clerk to the LGBs To implement Academy level policies to Academies as recommended by the Trust's Executive Team

Finance

Members	Trustees	LGB members	Executive Team	Headteacher
To receive the audited accounts To maintain a register of business interests (for the Members)	To sign off annual accounts and report To review the management accounts (ordinarily six times a year) as prepared by the CFO which set out the Trust's financial performance and position (Chair to review such accounts monthly) To approve the financial scheme of delegation To appoint a finance committee To approve the annual budget for the Academy Trust To approve any significant changes to the approved budget To monitor income, expenditure, cash flow and balance sheet of the Academy Trust To establish a charging and remissions policy and to keep this under review To appoint an Accounting Officer To ensure proper financial controls are in place To maintain a register of business interests (for the Trustees) To approve Trustee and CEO expenses To ensure that any Academy Trust level restricted funds/ endowments are applied in accordance with their terms	To receive a report on the annual budget for the Academy To maintain a register of business and pecuniary interests (of the LGB) To ensure provision of free school meals to those pupils meeting the criteria To approve staff expenses for the Headteacher	To prepare the annual budget for the Academy Trust To manage the income, expenditure, cash flow and balance sheet of the Academy Trust To prepare monitoring reports for the Trustees (CEO) To act as the Accounting Officer To manage and ensure proper financial controls are in place To maintain a register of business interests (of the Executive Team) To approve staff expenses for the Executive Team (save as reserved to the Trustees) To open bank accounts	To ensure the preparation of the annual budget for the Academy with the assistance of relevant staff To manage the income, expenditure and cash flow of an Academy To manage and ensure proper financial controls are in place at the Academy To ensure provision of free school meals to those pupils meeting the criteria To approve staff expenses at the Academy (save as reserved to the LGB) To act as a signatory of an Academy specific bank account

Audit and risk

Members	Trustees	LGB members	Executive Team	Headteacher
To appoint external auditors To receive a report from the risk and audit committee as regards the effectiveness and resources of the external auditor	To appoint a risk and audit committee Acting through the audit and risk committee to oversee the programme of internal scrutiny	To review the risk register of the Academy	To prepare and maintain the risk register for the Academy Trust To procure insurance and make proposals to the Trustees To ensure that appropriate	To ensure suitable risk assessments are prepared and appropriate actions taken To prepare and maintain an Academy level risk register

	To submit an annual summary report to the ESFA which must be prepared as part of the Trust's annual programme of internal scrutiny, reporting on the adequacy of the Trust's financial and other controls and management of risks To review risk management and maintain a risk register To approve insurance arrangements		reporting mechanisms are in place	

Contracts

Members	Trustees	LGB members	Executive Team	Headteacher
Where appropriate, to approve transactions involving Trustees which are reserved to the Members under the Companies Act 2006, (e.g. a "substantial property transaction" being one involving a related party)	To adopt an Academy Trust level procurement policy To set the delegated levels of authority for contracts To approve contracts with a value above the threshold specified in the financial scheme of delegation To approve contracts which constitute related party transactions and to notify these to the ESFA To obtain approval (where necessary) from the ESFA for certain transactions, contracts and / or other agreements including those with related parties in line with the Academy Trust Handbook (as amended from time to time) To purchase / dispose of land To enter, vary or terminate funding documentation with the Secretary of State	To support the Academy Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Academy Trust for the Academy	To enter into contracts up to the limits of delegation and within an agreed budget To make payments within agreed financial limits To identify opportunities for and facilitate shared procurement across the Academies	To make payments within agreed financial limits To enter into contracts up to the limits of delegation and within an agreed budget

Curriculum and standards

Members	Trustees	LGB members	Executive Team	Headteacher
To receive an annual report from the Trustees and the CEO on standards	To appoint an education standards committee To ensure provision of a balanced and broadly based curriculum across the Academy Trust To determine Academy Trust Academy level policies on: • attendance; and • relationships education (primary) and/or relationships and sex education (secondary) To receive a termly report from the Executive Team regarding standards (including attendance) To approve the times of Academy sessions and the dates of Academy terms and holidays	To provide oversight of the balanced and broadly based curriculum in the Academy To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Academy To monitor the KPI figures reported from the Headteacher relating to standards To develop, monitor and approve the Academy Development Plan To review and monitor the implementation of the Academy's policies on: • attendance; and • relationships education (primary) and/or relationships and sex education (secondary) To review attendance and pupil absences (as part of the KPIs) To monitor the impact of the pupil premium in the Academy To support the Academy Trust and the Headteacher in the extended school provision in the Academy To ensure effective arrangements are in place to obtain the views of parents, pupils and staff	To provide oversight of the implementation of the curriculum and the implementation of policies on: • attendance; and • relationships education (primary) and/or relationships and sex education (secondary) across the Academy Trust To provide a regular report to the Trustees regarding standards To provide oversight of the target setting for pupil achievement and progress by the Headteacher and monitor against targets To monitor the KPI figures reported from the Headteacher relating to standards To monitor the levels of attendance in the Academies and the use of home-Academy agreements and reports termly to the Trustees To monitor the impact of the pupil premium across the Academy Trust	To be responsible for the curriculum delivered at the Academy including compliance with any funding agreement requirements To make provision for a daily collective act of worship To set targets for pupil achievement and progress and monitor against targets To report bi-termly KPI figures for the Executive Team and the LGB relating to standards To prepare a draft Academy Development Plan for approval by the LGB To implement the Academy's policies on: • attendance; and • relationships education (primary) and/or relationships and sex education (secondary) To maintain a register of pupil attendance and follow local procedures in respect of non-attendance To report on attendance an pupil absences (as part of the KPIs) To review and maintain home-Academy agreements To propose the times of Academy sessions and the dates of Academy terms and holidays To ensure that the Academy meets for 380 sessions in an Academy year unless otherwise agreed by the Trustees To ensure effective deployment of the Pupil Premium and to monitor its impact

Special Educational Needs and Disability (SEND)

Members	Trustees	LGB members	Executive Team	Headteacher
-	To determine an Academy Trust prescribed Academy level Special Educational Needs and Disability (SEND) policy, reflecting the Trust's duties under the SEND Code of Practice and the Equality Act 2010 To ensure that each Academy has a qualified teacher designated as a Special Educational Needs Coordinator (SENCo) for each Academy To ensure that each Academy has prepared and published a SEN information report in accordance with the Special Educational Needs and Disability Regulations 2014 (SEND Regulations)	To appoint a Local Governor responsible for SEND and inclusion To review and monitor the Academy's SEND policy and SEN information report, to reflect the local needs of the pupil cohort at each particular academy and the local procedures To provide oversight of the implementation of the SEND policy within the Academy and compliance with the SEND Regulations, SEND Code of Practice and Equality Act 2010 requirements	To provide oversight of the implementation of the SEND policy and SEN information report for each Academy To ensure compliance with the SEND Regulations, SEND Code of Practice the and Equality Act 2010	To designate a teacher to be responsible for co-ordinating SEND provision (SENCO) To prepare, publish and annually review a SEN information report for the Academy in accordance with the SEND Regulations To liaise with the SENCO and the local authority in respect of students who have (or might have) SEND To make provision for SEND pupils with or without an Education, Health and Care plan To ensure compliance with the SEND Regulations, SEND Code of Practice and Equality Act 2010

Safeguarding

Members	Trustees	LGB members	Executive Team	Headteacher
-	To appoint a Trustee to take leadership responsibility for safeguarding arrangements (Designated Trustee) To determine an Academy Trust prescribed Academy level safeguarding and child protection policy To ensure that arrangements (including training requirements) are in place to safeguard and promote the welfare of children in accordance with KCSIE and Working Together to Safeguard Children 2018 To ensure the completion of the single central register	To appoint a designated governor for safeguarding to: • meet termly (where possible) with the DSL; • provide feedback from those visits to the Designated Trustee; and • carry out routine checks of the single central register (ideally at least one unannounced per year) or review checks/ recommendations carried out by the Executive. To review and maintain the safeguarding and child protection policy for the	To ensure that each Academy has appointed a designated teacher to support looked after children and previously looked after children To make arrangements for safeguarding audits. To work with the Designated Trustee, LGB level safeguarding governor and DSLs at each Academy to ensure a joined up approach to safeguarding and promoting the welfare of children To report to the Trustees on the procedures in place for safeguarding and on matters as they arise To consider opportunities for the coordination of safeguarding training across the Academy	To ensure that arrangements (including training requirements) are in place to safeguard and promote the welfare of children in the Academy in accordance with KCSIE and Working Together to Safeguard Children 2018 To appoint a designated teacher to support looked after children and previously looked after children and to ensure the role is compliant with statutory guidance To support the central service team in maintaining the Single Central Register. To approve off-site visits for pupils of more than 24 hours

Members	Trustees	LGB members	Executive Team	Headteacher
	To ensure all Members, Trustees and LGB members have an enhanced Disclosure and Barring Service check and a section 128 check To ensure that appropriate arrangements are in place to review the effectiveness of the Trust's safeguarding procedures and ensure that appropriate consideration is given to such matters at board meetings annual reviews To ensure that each Academy has a designated safeguarding lead (DSL)	Academy to reflect local arrangements and Academy specific risk factors To review and monitor the implementation of the Academy's safeguarding and child protection policy and risk assessment to ensure that they are tailored to local arrangements and Academy specific risk factors To ensure all LGB members have an enhanced Disclosure and Barring Service check and a section 128 check	Trust	

Behaviour

Members	Trustees	LGB members	Executive Team	Headteacher
	To adopt an Academy Trust prescribed Academy level behaviour policy To delegate statutory reviews of decisions made by Headteachers to exclude pupils from school for a fixed term or permanently to LGBs To review the imposition of fixed term and permanent exclusions by Headteachers across the Academy Trust to ensure that sanctions are being used appropriately To review the overall patterns of behavioural matters and to evaluate the implementation and effectiveness of the Academy Trust prescribed Academy level behaviour policy	To adopt and ensure the implementation of a behaviour policy for the Academy To provide oversight of any trends or patterns in behavioural issues at the Academy and monitor the implementation and effectiveness of the policies To convene a Governors' Discipline Committee with at least three members to carry out statutory reviews of decisions made by Headteachers to exclude pupils from school for a fixed term or permanently	To prepare and review an Academy Trust prescribed Academy level behaviour policy for adoption by the Trustees To review the overall pattern of behavioural issues in the Academies and ensure that these patterns are reviewed and addressed through the Academy Trust prescribed Academy level behaviour policy To review the overall pattern of exclusions and to report to the Trustees	To prepare a behaviour policy for the Academy based on the Academy Trust prescribed policy for adoption by the LGB To ensure that appropriate risk assessments are carried out and implemented to reflect possible risks and harms identified at the Academy To exclude a pupil for a fixed term or permanently in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DfE's statutory guidance on exclusions To ensure that trends or patterns in behavioural issues are identified and are appropriately addressed through policies (including the behaviour policy and anti-bullying policy)

Admissions

Members	Trustees	LGB members	Executive Team	Headteacher

Members	Trustees	LGB members	Executive Team	Headteacher
-	To consider any proposed changes to the admission arrangements for each Academy and to approve any consultations proposed To review and determine admission arrangements for each Academy each year that are compliant with the School Admissions Code 2021 (Admissions Code) and the Equality Act 2010 To ensure that the Academy Trust and each Academy complies with the Admissions Code and School Admission Appeals Code 2012 (Appeals Code)	To provide feedback to the Executive on the implementation of the admissions arrangements and any desired changes when requested To appoint an Admission Committee to implement the Academy's admission arrangements for the relevant intake, and to make decisions on: • Determining if oversubscription criteria are met by applicants (e.g. exceptional social and/or medical need) • Determining whether to agree or refuse requests for admission outside normal age group • To coordinate and arrange admission appeal hearings in accordance with the Appeals Code To ensure effective arrangements are in place for pupil recruitment and induction. To contribute to the development of the Academy prospectus	To co-ordinate the setting of the admissions arrangements for the Academies in accordance with the Admissions Code including: • liaising with the LGBs, the Headteachers and the local authority officers for feedback on the current arrangements and any desired changes • submitting any proposed changes to the board for approval (prior to consultation) • co-ordinating any required consultations and • submitting any proposed arrangements to the board for determination To provide oversight of and support for the implementation of the admissions arrangements across the Academy Trust To notify the local authorities each year whether the Academies will participate in its coordinated scheme for in-year admissions in accordance with the Admissions Code	To implement the Academy's admission arrangements for the relevant intake To provide feedback to the Executive on the implementation of the admissions arrangements and any desired changes when requested To provide direction to the LGB/Admission Committee as to requirements under the Admissions Code and Appeals Code To provide the Admissions Committee with views in respect of requests for admission outside normal age group To provide administrative support to the Admission Committee to enable it to carry out its functions To participate in local admissions forum To ensure participation in the fair access protocol To put in place effective arrangements for pupil recruitment and induction To prepare the Academy prospectus information

Complaints

Members	Trustees	LGB members	Executive Team	Headteacher
-	To determine and adopt an Academy Trust level complaints policy To determine and adopt an Academy Trust prescribed Academy level complaints policy To receive reports from the Executive Team regarding the level of complaints across the	To oversee the implementation of the Academy Trust prescribed Academy level policy To appoint an independent Complaint Panel consisting of at least three members, at least one of which must be independent of the running and management of the Academy, to	To review the level of complaints across the Academy Trust in order to identify trends/ patterns and make recommendations To hear complaints at the relevant stage, where appropriate/required	To implement the Academy Trust prescribed Academy level complaints policy To investigate formal complaints at the relevant stage

	Academy Trust	hear complaints at the relevant stage		

Staffing

Members	Trustees	LGB members	Executive Team	Headteachers
-	To appoint an People committee To appoint a performance and remuneration committee To define any overarching management structures across the Academy Trust and budget To adopt Academy Trust level staff policies and procures To appoint, suspend and dismiss the CEO acting through a committee. To conduct the performance management review of the CEO (who shall also be the Accounting Officer), (acting through the performance and remuneration committee) To appoint, suspend and dismiss the Executive Team (excluding the CEO) acting through a committee and in consultation with the CEO To appoint, suspend and dismiss the Company Secretary and Governance Professional To ensure there are robust procedures in place for determining levels of executive pay To conduct the performance management review (including determining pay) of the Company Secretary and the Governance Professional To agree a procedure for whistleblowing To ensure there is one Trustee and one member of staff nominated within the Academy Trust as a point of contact for	To participate in the process to appoint the Headteacher as requested by the Executive Team (acting through the CEO with the delegated authority of the Academy Trust Board) and to take part in the performance management of the Headteacher To support the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the Academy and for the appointment of Academy staff to ensure that the Academy is fully staffed in accordance with that structure	To determine the senior leadership and non-teaching structures for each Academy To advise the Trustees on suitable Academy Trust level policies and procedures and to ensure their effective implementation To monitor and review staffing changes across the Academy Trust (CEO) To conduct the performance management review (including determining pay) of the Executive Team (excluding the CEO) with support from the performance and remuneration committee To appoint, suspend and dismiss members of the Central Team (excluding the Executive Team and as otherwise reserved to the Trustees) To conduct the performance management review (including determining pay) of the Central Team (excluding the Executive Team) acting through the Executive Team To appoint, suspend and dismiss the Headteachers (including Executive Headteachers) (in consultation with the LGB) To conduct the performance management of Headteachers (including Executive Headteachers) (in consultation with the LGB) To ensure all staff are aware of	To determine staffing requirements within each Academy and budget To implement the Academy Trust level policies and procedures in the Academy To appoint teaching and non-teaching staff in the Academy To suspend or dismiss teaching and non-teaching staff in consultation with the Executive Team To conduct the performance management (including the determination of pay in line with Academy Trust level policy) of staff in the Academy To approve applications for early retirement, secondment and leave of absence To ensure all staff are aware of the whistleblowing procedure and the nominated whistleblowing staff member To manage disciplinary, capability and grievance procedures of staff in the Academy

Members	Trustees	LGB members	Executive Team	Headteacher
	any whistleblowing concerns To hear appeals under the disciplinary, capability and grievance procedures		the whistleblowing procedure To ensure all staff are aware of the nominated whistleblowing staff member To manage disciplinary, capability and grievance procedures relating to the Central Team staff (other than as reserved to the Trustees under the relevant policy)	

Information management and communication

Members	Trustees	LGB members	Executive Team	Headteacher
-	To adopt Academy Trust level and Academy Trust prescribed Academy level data protection policies and procedures to cover all aspects of compliance including: • cyber security and other types of information security risk; • the requirement to notify individuals as to how information is to be used; and • on the matter of safe storage	To ensure the effective implementation of the data protection policies and procedures of the Academy Trust and Academy To ensure systems are in place in line with the Academy Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)	To ensure compliance with all data protection legislation and good practice across the Academies To ensure the publication of Academy Trust information, including electronic communication, including web pages, are up to date (including in line with the requirements of the Academy Trust Handbook) To support the individual academies on compliance and cyber security risk mitigation strategies To maintain accurate and secure staff records for the Executive Team To ensure registration with the Information Commissioner's Office is up to date To ensure that the Executive Team are appropriately trained and to support the implementation of staff training at Academy level	To ensure the publication of Academy information, ensuring that all electronic communication, including web pages, are up to date (including in line with the requirements of the Academy Trust Handbook) To maintain accurate and secure pupil records To maintain accurate and secure staff records for the Academy To ensure compliance with all data protection legislation and good practice in the Academy To ensure staff are trained at an appropriate level including on cyber security To implement cyber security risk mitigation strategies in accordance with Academy Trust level requirements (unless approval is given for Academy specific deviations)

Health and safety,

Members	Trustees	LGB members	Executive Team	Headteachers
	To adopt an Academy Trust prescribed Academy level health and safety policy	To appoint a Local Governor responsible for health and safety To adopt a health and safety	To propose an Academy Trust prescribed Academy level health and safety policy for the	To prepare a health and safety policy for the Academy (in line with the Academy Trust

Members	Trustees	LGB members	Executive Team	Headteachers
		policy for the Academy to reflect local practices and Academy specific risk factors (in line with the Academy Trust prescribed policy) To review the implementation of the health and safety policy and ensure that appropriate risk assessments are being carried out in the Academy To conduct site inspections to review any health and safety issues and the security of premises and equipment To consider the need to escalate risks to the Trustee Risk and Audit committee in terms of any health and safety issues and the security of premises and equipment	Trustees' approval To monitor and support the implementation of the Academy Trust prescribed health and safety policy To coordinate the Health and Safety training offering for staff across the Academy Trust where it would be beneficial to do so	prescribed policy) for adoption by the LGB and to implement the policy To monitor the accident book and agree appropriate actions To ensure that staff within the Academy receive appropriate training to reflect their role and responsibilities

Estates

Members	Trustees	LGB members	Executive Team	Headteachers
	To review and maintain a buildings strategy and asset management planning arrangements To determine an Academy Trust prescribed Academy level lettings policy To ensure that each Academy has determined an accessibility plan in accordance with the requirements of the Equality Act 2010	To review and comply with the Academy's buildings strategy and asset management planning arrangements To adopt a lettings policy for the Academy to reflect local practices and Academy specific risk factors (in line with the Academy Trust prescribed policy), where applicable, and review its implementation To adopt an accessibility plan for the Academy in accordance with the requirements of the Equality Act 2010	To prepare a buildings strategy and asset management planning arrangements To review the Academies' buildings strategy and asset management planning arrangements To propose an Academy Trust prescribed Academy level lettings policy for the Trustees' approval To support the Heads as required on the preparation of an accessibility plan in accordance with the requirements of the Equality Act 2010 To procure buildings and related insurance and make proposals to the Trustees	To review security of premises and equipment To prepare a buildings strategy and asset management planning arrangements To implement the lettings policy for the Academy To draw up, agree with the LGB and monitor an accessibility plan for the Academy in accordance with the requirements of the Equality Act 2010 in discussion with the Executive Team

NB:

An 'Academy Trust level policy':	A single policy applying to the Academy Trust itself rather than individual Academies
An 'Academy Trust prescribed policy for individual Academies':	An Academy level policy that must be in a format prescribed by the Trust
An 'Academy level policy':	A policy that applies to each individual Academy. Where not prescribed by the Academy Trust, it should be developed at Academy level.

Champion/ Link Governor - Sample questions

Chapter Four

Sample questions are provided to help champions to start to deliver their role. The questions are not designed to restrict any other questions as these will be developed as each Governor gains confidence and knowledge.

A champion/ link Governor reporting form is included at the end of this document.

Maths and English

Review of the previous year
- How good was achievement (attainment and levels of progress) across Key Stages?
- What are the key achievements of the previous year, for the children and staff?
- Are the results for reading/writing similar?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEN, girls vs boys)
- What are teaching standards like in your subject?
- What literacy/maths strategies are the academy using to meet the needs of all learners?

Priorities for the forthcoming year
- Have there been any changes to staffing?
- What are the key priorities for the forthcoming year?
- How aspirational vs realistic are these?
- What resources/training are required for this year? What is the expected impact of these?
- What trips are planned for this year and what is the expected impact of them?

Progress
- What were the key achievements over the last two terms?
- How are things progressing towards the identified success criteria / targets?
- How good is children's achievement (attainment / levels of progress) across Key Stages?

CPD
- What CPD is available for staff this term?
- What is ongoing evaluation revealing?
- Are additional resources / training required to meet the success criteria?
- What is the expected impact of these?
- How is ICT used in teaching this subject?
- How are parents encouraged to help support their children in this subject?
- Does the co-ordinator have sufficient time to monitor and support other Teachers?

End of year review
- How prepared is the team for SATs? / how did SATs week go? (primary only)
- How prepared is the team for KS4 and KS5 examinations? (secondary only)
- How good is students' achievement (attainment / levels of progress) across the Key Stages?
- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEN, girls vs boys)
- Are we on track to achieve our targets?
- What support have we provided for parents in supporting their children's learning?
- What changes are being discussed for next year?

- ☐ How is best practice shared?
- ☐ Is the academy receiving any external advice / support for subject delivery?

Safeguarding (includes LAC and Child Protection)

Key staff
- ☐ Who are the key staff and who provides cover when the designated person is unavailable?
- ☐ Have all staff members (including the designated Teacher) received training at the appropriate level?
- ☐ When do the safeguarding policies and procedures come up for review? Are they robust and consistent with best practice guidance?
- ☐ Are all staff aware of relevant policies in place and familiar with referral processes?
- ☐ How does the academy's practice meet the requirements of the local procedures and statutory guidance?
- ☐ What information on safeguarding policies and procedures do supply staff receive?
- ☐ Does safeguarding training include teaching assistants and mealtime assistants?
- ☐ How are staff aware of the Whistleblowing policy and its contents?
- ☐ What resources/training are required for this year? What is the expected impact of these?
- ☐ Do staff get induction training on child protection appropriate to their responsibilities?
- ☐ Who maintains up to date records of training?

Children and families
- ☐ What measures do we take to help parents to understand the safeguarding agenda?
- ☐ How do we help parents keep children safe online at home and at school?
- ☐ How do we know our children feel safe?

Staffing
- ☐ Has the Headteacher and at least one Governor completed Safer Recruitment training?
- ☐ Has the academy got a written safer recruitment and selection policy in place?
- ☐ Are references sought for all shortlisted candidates prior to interview so that any issues can be taken up with the candidate at interview?
- ☐ When did the designated staff member last attend safeguarding training?
- ☐ Who is the designated Teacher to promote the educational achievement of Looked After Children (LAC)?
- ☐ Does the designated safeguarding lead, through the teacher for Looked After Children (LAC) have the details of the child's social worker, and the name of the virtual school Head in the authority that looks after the child?
- ☐ Is the designated Safeguarding Lead aware of the guidance that is available in respect of female genital mutilation (FGM) and are all staff trained and vigilant to the risk of it being practiced?
- ☐ Are all the staff aware of new reporting requirements with regards to known cases of FGM?

Training
- ☐ How often are staff trained on how to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm?
- ☐ How vigilant are staff in monitoring children who go missing, particularly on repeat occasions and alert to the possibility that this may be linked to abuse and neglect, including child sexual exploitation (CSE)?
- ☐ Have all the staff had Prevent training?
- ☐ Is the number of children on the child protection register increasing?

- How much time does dealing with Case Reviews and other agencies involve?
- How does the academy ensure it meets all health and safety legislation?
- How does the academy control and administer medicines?

SEND

Practice
- Does the SEND policy reflect current practice?
- How are SEND needs identified and met?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- How are things progressing towards the identified success criteria / targets?
- Are all relevant policies up to date and relevant?
- What is the achievement of SEND pupils compared to similar schools nationally?
- What improvements have you seen? How have attainment or progress rates improved in this particular group?
- What is the range of provision in place? Is it leading to improved outcomes for identified pupils?
- Is the Accessibility Plan up to date? Are there any actions / decisions that need to take place before the next review? When / who by? When is it next due to be reviewed? Who by?
- How does attendance of pupils with SEND compare with attendance of the pupils as a whole? If significantly lower, why is this?
- How does the number of SEND pupils excluded compare with that of all pupils excluded?
- How does the academy support the transition of SEND pupils?

Staffing
- Who is the SENCO? Is he / she appropriately experienced, qualified and supported?
- Is the SENCO on the senior leadership team?
- What SEND training is undertaken and planned for all staff?
- How are TA's deployed to support children with SEND?

Resources
- What external services from outside agencies does the academy draw upon?
- What resources/training are required for this year? What is the expected impact of these?
- What is the SEND budget and how it is being spent? Can value for money be demonstrated?
- How confident are you that money for pupils with SEND is being used efficiently and effectively compared to other pupils?
- Are you happy with the amount of access you have to SEND Specialists such as LA SEND Officers, specialist services, health therapists, etc?

Families
- How are parents informed that their child has SEND?
- How does the academy communicate with and involve parents in giving and getting support for their child?
- How are parents involved in reviews of individual education plans or EHC Plans?
- What is the attendance rate of parents at annual reviews of statements / EHC Plans?
- How does the academy develop self-advocacy skills for pupils with SEND?
- Is information for parents available in accessible formats?

Early Years

Review of the previous year
- How well did children achieve in Early Years last year?

The new year
- How many children have joined us this year?
- Is this an increase or decrease?
- How have they settled in?
- What preparation was made for their transition?
- What are the entry levels of the children joining us?
- When do baseline assessments take place?
- What number of staff do we have?
- What training have practitioners accessed to ensure that they know and understand how to deliver EY effectively?
- What sort of support do we offer parents during times of transition and during a child's time in EYs?
- What are the key priorities for the forthcoming year?
- What is the breakdown of different groups? (PP, SEND, girls vs boys)
- What resources/training are required for this year? What is the expected impact of these?

Progress
- What were the key achievements over recent terms?
- How is progress in EY tracked?
- How often does this take place? How do you know assessments are accurate? What moderation activities take place?
- How well are children achieving (attainment and levels of progress)?
- What challenges have arisen in the Autumn term?
- What successes have been achieved?
- Have priorities changed?
- What is ongoing evaluation revealing?
- Are the children in EY enjoying an active approach to learning with opportunities to play, explore and be creative? What evidence do you have of this?
- How are those children with SEND identified early, and what support do we give to parents of children with SEND in EY?
- How is the Early Years curriculum designed?

Attainment
- What are the children's exit levels predicted to be in EY at the end of the year?
- What is the trend of these results over time?
- Tell me about phonics screening.
- Are there any particular areas which need to be focused on? Are these cohort specific or academy specific? How are these areas being addressed?
- What strategies have proven successful? Are they embedded? Will they continue to be implemented next year?
- What strategies didn't work as well? Why? Will they be revised?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)

Resources
- What is the budget for EY? How has this been spent and how does it improve the outcomes for children?

☐ How is the transition to Key Stage 1 managed?

KS3 and KS4 (special)

Curriculum
☐ How do we deliver the highest possible standards in curriculum and communication, centred on our core focus of the individual child?
☐ How do we support our students in choosing options for Key Stage 4?
☐ How do we support students with 'high needs' who display a demand avoidant profile?
☐ How is this staffed?
☐ How do we use the academy environment effectively to develop and grow the whole person?

Teaching and learning
☐ What methods do we use to help our students become effective learners?
☐ How do we develop personalisation?
☐ Do we outsource bespoke programmes?
☐ What groups of students are achieving well?
☐ How do we identify students who have potential to be able, gifted and talented?
☐ What is the main barrier to learning in our academy?
☐ Is our academy suitably funded for its work?

Student welfare
☐ How do we encourage and support our students to develop all their talents; academically, imaginatively, physically, emotionally and socially?
☐ How do we meet the aim for students to grow into young people who contribute positively to the different communities they become part of?
☐ How do we deploy Teaching Assistants?

Parents and carers
☐ How do we engage effectively with parents and carers?
☐ Are parents and carers supportive of our academy?

KS3, KS4, KS5 (mainstream)

Curriculum
☐ How do we deliver the highest possible standards in the curriculum?
☐ How does our curriculum ensure we actually do provide a stepping stone for lifelong successful careers?
☐ How do we support our students in choosing options for Key Stage 4?
☐ Is the curriculum appropriately staffed?
☐ How do we use the academy environment effectively to develop and grow the whole person?

Teaching and learning
☐ What methods do we use to help our students become effective learners?
☐ How do we develop personalisation?
☐ Do we outsource bespoke programmes?
☐ How does a STEM curriculum benefit our students?
☐ What groups of students are achieving well?
☐ How do we identify students who have potential to be able, gifted and talented?
☐ What is the main barrier to learning in school?

- ☐ Is our academy suitably funded for its work?
- ☐ What interventions do we offer?

Student welfare
- ☐ How do we encourage and support our students to develop all their talents; academically, imaginatively, physically, emotionally and socially?
- ☐ How do we deploy Teaching Assistants?
- ☐ How are students supported in career development selection?

Parents and carers
- ☐ How do we communicate effectively with parents and carers?
- ☐ Are parents and carers supportive of our academy?

Statutory Grants including Pupil Premium (PP) and PE and Sports Premium

Eligibility and numbers
- ☐ How do pupils become eligible?
- ☐ How many and what percentage of pupils across all year groups are classed as Pupil Premium (PP) pupils?
- ☐ What is the percentage split between Free School Meals / Looked After Children and children of Service Personnel?

Staffing
- ☐ Are all staff aware of which pupils are eligible for the Pupil Premium Grant (PPG) and the strategies they should be using to support these pupils? What is the amount the academy receives?
- ☐ Have all staff received the training they need to support the disadvantaged children effectively? How is the funding used?
- ☐ What intervention is implemented to support PP pupils? How effective is this at 'narrowing the gap'?
- ☐ Is the academy using its best teaching and support staff with PP-eligible pupils?

Making a difference
- ☐ How is the academy evaluating the effectiveness of its PP strategy?
- ☐ Is the academy checking the impact it is making with the PP funding against impact in successful schools in the country?
- ☐ How much progress is being made by each pupil receiving the PPG, given that she / he must make at least good progress?
- ☐ What is the academy's ambition for the attainment and progress of PP-eligible pupils and is that in line with the national average?
- ☐ What are the barriers to learning that staff members have identified for PP-eligible pupils?
- ☐ What specific outcomes does the academy aim to achieve with PP funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?
- ☐ Because high expectations of pupils are so important, what is the academy doing to raise expectations for what PP-eligible pupils can achieve among the children themselves, their parents and the school staff?
- ☐ What evidence has the academy used to learn about the most effective strategies in the

context in which it works?

- Looked After Children (i.e. children in care) need particular support with the PPG. What interventions are making a positive difference for them?
- On the academy website, how good is the account of the PPG, how much is being received and how well it is used?

Parents

- Is the academy using the PPG to improve the engagement of parents with the educational progress of their children; if so how and is it effective?
- How does the academy promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?

PE and Sports premium

- Has there been an impact on whole academy improvement as a result of Primary PE and Sport Premium funding?
- How is the Primary PE and Sport Premium funding being used to enhance, rather than maintain existing provision? How will these improvements be sustainable in the long term? What will the impact of the changes be for pupils in the next 10 years?
- Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long-term impact?
- What has been the most notable impact of the Primary PE and Sport Premium funding in terms of outcomes for your pupils?
- How has the Primary PE and Sport Premium funding impacted on attainment in national curriculum physical education?

Champion Report Form to Local Governing Body

Linked Area:

Governors:

Champion -

Supporter -

Successes and strengths

Areas undergoing development

Engagement with children and feedback

Any pupil premium observations

Overall evaluation and champion governor's conclusions

Signed…………………………………………………….. **Date** …………….

Glossary

Chapter Five

Glossary for Governors

Academies – Publicly funded schools run by an Academy Trust

ACS – Average Class Size

AD(H)D – Attention Deficit (Hyperactivity) Disorder

Admissions Register – Register of the details of pupils in alphabetical order

AEN – Additional Educational Needs

AfL– Assessment for Learning

ALS – Additional Literacy Support

AMP – Asset Management Plan

APA – Annual Performance Assessment

APP – Assessing Pupil Progress

Appraisal – The process of assessing how well a member of staff is carrying out his or her role

APS – Average Point Score

ASD – Autistic Spectrum Disorder

Attainment 8 - is a measure of a pupil's average grade across a set suite of eight subjects.

Audit Commission – Organisation established by Government to monitor the use of funds by local authorities and to promote good practice and efficiency in local government

Authorised Absence – Where the absence has been agreed by the school. This could be for holiday or sickness absence

Ballot – A method of voting, normally secret

Baseline assessment – An assessment of a child's skills and ability when joining school

Basic skills – Reading, writing and arithmetic

Behaviour Support Plan – A statement that sets out arrangements for schools and other service providers for the education of children with behavioural difficulties

Benchmarking - Comparing school expenditure with broadly similar schools from the LA, the region and nationally

Best Value – A policy confirming that governing bodies will work with regards to economy, efficiency and effectiveness

BIP – Behaviour Improvement Programme

CA – Contextualised Attainment

CAF – Common Assessment Framework

CAMHS – Child and Adolescent Mental Health Service

Capital Expenditure – Spending on building projects and large items of equipment

Carry-forward – Money left unspent at the end of the financial year that is carried forward to the academy's budget for the following year

Casting Vote – An additional vote to be used by the Chair if an equal number of votes are cast for and against a motion

CAT – Cognitive Ability Tests for knowing, thinking and reasoning

Catchment Area – A defined geographical area from which a school takes its pupils

CEO – Chief Executive Officer

CFO – Chief Financial Officer

CFR - Consistent Financial Reporting aims to standardise, simplify and streamline the reporting of school finances in all maintained schools in England giving all maintained schools the opportunity to compare their incomes and expenditures with those of similar schools

Child Protection Register – A central register maintained by Social Services which lists children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for whom there is a protection plan

Children's Centres – Facilities run by Children's Trusts which offer a one-stop shop for services for children and young people including local education, social care and some health services

CLA – Children who are looked after in the care of the local authority

Clerk to the Local Governing Body – A person appointed by governors to carry out administrative duties for the local governing body and to advise on matters of legality and procedure

Collective Worship – All maintained schools should provide for collective worship for their pupils. The precise nature at a foundation or voluntary school will depend on the religious character of the school

Competitive tendering – Obtaining quotes or tenders from two or more suppliers before awarding contracts

Connexions – Government service offering an advice and support service for young people

Contingency Fund – Money set aside for unexpected costs

Co-opted Governor - Co-opted governors are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school.

Core subjects – English, maths and science

COSHH – Control of Substances Hazardous to Health

CPD – Continuing Professional Development - any activity that increases knowledge or understanding on a formal or informal basis.

Curriculum – A broad definition including not just the list of subjects taught but all the pupils' learning experiences at school and the processes of learning as well as the knowledge that is acquired

CVA – Contextual Value Added

Data dashboard – Provides a high level summary of each school's performance data. The data is presented in a simple, accessible way to ensure that users do not require an in-depth knowledge of school statistics.

DBS – Disclosure and Barring Service

DDA – Disability Discrimination Act

DFC – Devolved Formula Capital

Delegated budget – Money provided to schools which governors can manage at their discretion

Delegated powers – Authority given to a committee or the Head teacher to take action on behalf of the governing body

Delegation – A process where one body or person gives another body or person authority to take decisions on a particular matter

DfE – Department for Education

Disapplied Pupils – The National Curriculum has been designed to make sure that all children are assessed. However, there may be a small number of pupils who are not able to take part in some assessment, even allowing for the full range of arrangements that can be made

DRC – Disability Rights Commission

DSG – Dedicated Schools Grant

Dyslexia – Used to describe the specific learning disorder of children who have difficulty in acquiring reading, spelling, writing and numeracy skills

Dyspraxia - Dyspraxia, a type of developmental co-ordination disorder (DCD), is a disability that affects movement and co-ordination

EAL – English as an Additional Language

EBD – Emotional and Behavioural Difficulties

ECaR – Every Child a Reader

ECaW – Every Child a Writer

Ed Psych – Education Psychologist

Eleven Plus – Elective test usually taken at age 11 so selective grammar schools can choose the most academic pupils

EMAS – Ethnic Minority Achievement Service

EOC – Equal Opportunities Commission

EOTAS – Education other than at School – alternative education provision for children excluded from schools

Equal Opportunities policy – A governing body's thinking and practice on issues of equality surrounding gender, race, sexuality, disability and class

Ethnic Minority – A group that has different national or cultural traditions from the majority of the population

EWO – Education Welfare Officer employed to help pupils and parents where there are problems, particularly regarding attendance

Exclusion – The temporary or permanent banning of a pupil by the head teacher on disciplinary grounds

Ex-officio – Someone who is a governor by virtue of their office e.g. Vicar

Extended Schools (ES) – Schools which provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

EYFS – Early Years Foundation Stage

FE – Further Education

Federation – The coming together under one governing body of not more than five maintained schools.

Feeder Schools – Some authorities give priority to children from certain primary schools

FFT – Fischer Family Trust

FOI – Freedom of Information

Form Entry – The number of classes that a school admits each year

Formula – The calculation of the funds given to schools by the LA

Foundation Governors – Governors appointed by the foundation body of a voluntary school for the purpose of securing that the character of the school is preserved and developed, and in particular that the school is conducted in accordance with the provision of any trust deed

Foundation schools – Type of school run by the Local Authority but with more freedom than community schools to manage their school and decide on their admissions. The school's land and buildings are either owned by the governing body or by a charitable foundation

Foundation Stage – The curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision

FSM – Free School Meals

FT – Floor Target

FTE – Full Time Equivalent

GAP - Governor Action Plan

GDPR – General Data Protection Regulation requires businesses to protect the personal data and privacy of EU citizens for transactions that occur within EU member states

GIAS – Get Information about Schools can be used to find and compare the performance of schools as well as the type, status and phase of each school or centre and information about governors, trustees and headteachers

GNVQ – General National Vocational Qualification

Grammar School – Selective secondary schools – entrance is based on a test of ability, usually at age 11

G&T – Gifted and Talented

H2S – Hard to Shift

HASAW – Health and Safety At Work

HCQM - Healthy Child Quality Mark

HE – Higher Education

Healthy Schools Initiative – Government scheme to help improve the health of both pupils and teachers

HLTA – Higher Level Teaching Assistant

HMCI – Her Majesty's Chief Inspector of Schools

HMI – Her Majesty's Inspectorate

HOD – Head of Department

Home-School Agreements – a written contract between school, parents or carers and the pupil. It sets out expectations of attendance, behaviour, standards of education and homework. This is a statutory document for the governing body

HSE – Health and Safety Executive

IAG – Information Advice and Guidance

IAN – Income Allocation Notification

ICT – Information and Communication Technology

IEP – Individual Education Plan devised for meeting the special education needs of individual pupils with needs over and above that of other children

IIP – Investors in People

Inclusion – used to denote that pupils with special and other needs are included in a mainstream school

Increments – Process by which individuals move through their salary scale until they reach the top

INSET – In-Service Education and Training - professional development for teaching and support staff

ISR – Individual School Range

ITT – Initial Teacher Training

JAR – Joint Area Review

KS – Key Stages - The four stages of the National Curriculum for pupils aged 5-16

KSI – Pupils aged 3-7 **KS2 –** Pupils aged 7-11 **KS3 – P**upils aged 11-14 **KS4 –** Pupils aged 14-16

LA – Local Authority (previously known as the LEA – the Local Education Authority)

LAC – Looked After Children

LLE – Local Leaders of Education

LMS – Local Management of Schools

LSA – Learning Support Assistant – more commonly known as TA – Teaching Assistant

LSP – Literacy Support Program

MA – Management Allowance

MAST – Multi Agency Support Team

Mentor Governor – An experienced governor who will work with a new governor

MAT – Multi Academy Trust

MFG – Minimum Funding Guarantee

MFL – Modern Foreign Languages

Mixed ability – A teaching group in which children of all abilities are taught together and not streamed or set

MTA – Meal Time Assistant

Multi-disciplinary – Two or more professional trained in different specialisms working together to provide support, help and advice

National Curriculum – Disapplication - A term used where Curriculum requirements may not apply to a pupil

NCSL – National College for School Leadership – now the National College

NEET – Not in Education, Employment or Training

NGA – National Governance' Association

NLE – National Leaders of Education

NOR – Number on Roll

NOV – Notes of Visit

NPQH – National Professional Qualifications for Head teachers

NQT – Newly Qualified Teacher -Teachers who obtain Qualified Teacher Status (QTS) must successfully complete an induction period of three school terms (or equivalent) in order to remain eligible for employment as a teacher in maintained schools and non-maintained special schools

NtG – Narrowing the Gap

Ofqual – Office of the Qualifications and Examinations Regulator. The body responsible for regulating qualifications, examinations and national curriculum tests in England

Ofsted – Office for Standards in Education. The body which sets standards and arranges school inspections

Outturn – Statement of what the school actually spent by the end of the financial year

PAN – Planned Admissions Number - The number of children the LA (or governing body of an Aided School) determines can be admitted to a school

Parent View - gives the chance for parents to tell Ofsted what they think about their child's school. Parent View asks for opinion on 12 aspects of a school, from the quality of teaching, to dealing with bullying and poor behaviour.

PAT – Pupil Achievement Tracker

Performance Management – A review of teachers' performance both as individuals and in teams. It sets a framework for heads, teacher and their team leaders to establish and review priorities and objectives

Peripatetic teacher – Normally a teacher who provides specialist instruction e.g. music at a number of schools

PFI – Private Finance Initiative

PI – Performance Indicators

PIPs – Performance Indicators for Primary Schools

PLASC – Pupil Level Annual Schools Census

Plenary – The time at the end of a lesson in which the teacher finds out what children have learnt

PPA – Planning, Preparation and Assessment – 10% non-contact time for teachers

Professional Development Days – Non-pupil days set aside for teachers to attend for planning, in service training curriculum or staff development

Progress 8 – progress 8 is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects.

PRS – Pupil Referral Service

PRU – Pupil Referral Unit

PSHE – Personal, Social and Health Education

PSA – Parent Support Adviser – member of school staff offering specific but impartial advice to parents

P2S – Pathways to Success

PSP – Pastoral Support Programme/Plan for pupils at serious risk of permanent exclusion

PTA – Parent Teacher Association

PTR – Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

QCDA – Qualifications and Curriculum Development Agency

QTS – Qualified Teacher Status.

Quorum – The number of governors who must be present to validate the proceedings of a governors' meeting.

RA – Relative Attainment

Raise Online – Reporting and Analysis for Improvement through School Evaluation – Online performance and assessment reports produced nationally

RAP – Raising Attainment Plan.

ROA - Record of Achievement **–** A profile detailing the pupil's formal and informal achievements in secondary school. May include samples of work and pupil's own self-assessment

Remodelling – Remodelling is set out in a national agreement that aims to reform the workforce. It is about giving teachers more time and support in order to raise standards, increase job satisfaction and improve the status of the profession

Resolution – A formal resolution made at a meeting which has been voted upon and agreed

RI – Registered Inspector, who is authorised by Ofsted to lead an inspection team

RPA – Raising the Participation age

SATs – Standard Assessment Tasks used for curriculum assessment

SDP – School Development Plan

SEAL – Social and Emotional Aspects of Learning

SEBS – Social Environmental Behaviour Skills

SEND– Special Educational Needs and Disability

SENCO – SEN Co-ordinator. The teacher responsible for co-ordinating SEN provision in the school

SI – Statutory Instrument

SIMs – Schools Information Management Systems

SIP – School Improvement Plan

SLT – Senior Leadership Team

SMART Targets – An acronym for School Attainment Targets – Specific, Measurable, Attainable, Realistic, Time-limited

SMT – Senior Management Team

SPAG – Spelling, punctuation and grammar

Special school – A school for children whose special educational needs cannot be met within a mainstream school

SSAT – Specialist Schools and Academies Trust

SWOT - Strengths Weaknesses, Opportunities and Threats, an analysis tool

T&L – Teaching and Learning

TES – Times Educational Supplement

Threshold – Teachers may apply to be assessed to be paid above the threshold of their incremental ceiling

TLRs – Teaching and Learning Responsibility – additional payment for specific teaching and learning responsibilities over and beyond the normal teaching role

UCAS – Universities and Colleges Admissions Service – a central agency for processing applications for university courses

UPS – Upper Pay Spine

Value Added – Shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

Vertical grouping – Classes formed (in primary schools) with pupils of different age groups

Virement – A local authority term to enable monies to be transferred from one budget heading to another.