

Governance of Reach South The Local Governing Body Handbook

2019/2020

Introduction

Thank you for agreeing to play a valuable role as a member of a Reach South Academy's Local Governing Body (LGB) and welcome to Reach South Academy Trust. We are a family of academies that work in collaboration for the benefit of all of our pupils and students.

Reach South is a charitable voluntary organisation, 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.

I 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

Chief Executive Officer (CEO)



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In this handbook the term Headteacher refers to both Headteachers and Principals

Governance of the Trust

Chapter 1

1.1 Introduction to Reach South

Reach South is a Multi Academy Trust (MAT) that was established to serve the South West of England. At the start of the 2019-2020 academic year we operating thirteen academies in Plymouth, Bournemouth and Wiltshire. 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 55 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.

1.2 The Members

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. As a charity its founding Members established the MAT. There must be a minimum of 3 and a maximum of 5 Members. The Members cannot receive any payment from the Trust. 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.

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 it failed to operate the Trust in accordance with its Articles of Association or its master funding agreement with the Secretary of State. The Members may be considered as the guardians of the constitution.

They are able to:

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

1.3 The Role of Trustees

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. Trustees cannot receive any form of payment for their work as a Trustee. Their work is charitable and motivated by contributing to the public good.

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.

1.4 The Trustees of Reach South

A list of the current Trustees is available from. <https://www.reachsouth.org>

1.5 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.

1.6 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 the Trust 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 management 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; championship of the academy and its leaders;
- and engagement with the parents 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:

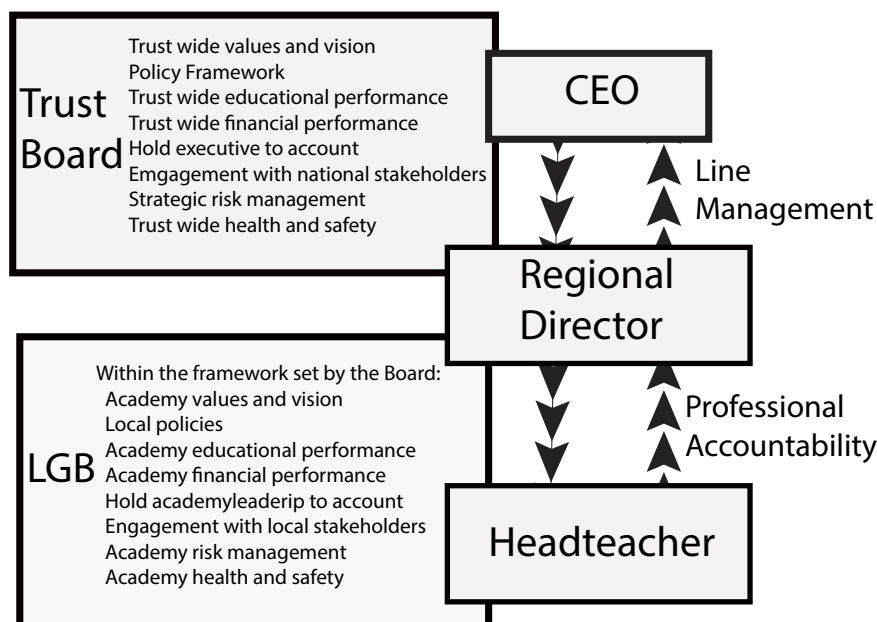
- to overrule a decision of the LGB; and/ or
- to remove delegated powers from a LGB

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

The relationship between the Trust Board, the Regional Board and the LGB is underpinned by the 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.

1.7 Working with the Trustees and Executive Team

The LGB will work closely with the Trust Board and the Executive Team and shall promptly implement any advice or recommendations made by the Regional Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).



1.8 Composition of Local Governing Bodies

Each LGB comprises a maximum of twelve local governors including:

- the Headteacher of the academy;
- up to four members appointed by the Trust Board;
- at least two elected parents or guardians of a pupil at the academy (Local Parent Governors);
- up to two employees of the academy, usually comprising one teacher and one non-teaching staff member, elected by employees of the academy (Local Staff Governors); and
- up to three members co-opted by the local governors.

Each LGB shall have a Chair and a Vice-Chair.

The length of service of all local governors shall be four years. Subject to remaining eligible to be a local governor, any local governor may be reappointed or stand for re-election at the end of his or her term.

Every person wishing to become a local governor will be required to sign a declaration of acceptance and of willingness to act as a local governor, in the form set out in Chapter 4 as prescribed by the Trust Board from time to time and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

**The composition of the University Technical College LGB differs in that at least 50% of the Governors are appointed by the employer and university sponsors of the UTC*

1.9 Local parent governors

Local parent governors for each LGB shall be elected in accordance with the process set out below:

- When a vacancy arises, the LGB will write to all parents and carers of pupils at the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Local Parent Governor and their background and experience that makes them suitable for the role.
- In the event that the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated.
- If there are more nominees than places available, the LGB will write to all parents and will prepare voting papers for a ballot.
- Nomination and ballot papers are available in Appendix 4.

A local parent governor should be a parent or carer of a registered pupil at the relevant Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

1.10 Local staff governors

The teaching staff at each academy shall elect the teacher member of the LGB. The non-teaching members of staff of the relevant academy shall elect the non-teaching staff member of the LGB.

The responsibilities of the local staff governors are to represent the interests and opinions of teaching and non-teaching staff at the academy to the LGB.

1.11 Local co-opted governors

The LGB may co-opted governors to join them. They should fill these vacancies with new local governors who will add a skill to the body. There is no requirement to co-opt additional governors and we anticipate that the LGB will only use this facility where the opportunity arises to appoint a strong governor to the LGB from the local community.

1.12 Local Trust appointed governors

The Trust are able to appoint four governors to the LGB.

1.13 Commitment

Being a local governor brings a responsibility and it is important, particularly with small local bodies that everyone fully commits to the role.

Local governors are expected to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the academy in the local community;

- familiarise themselves with the academy and visit both during school hours (with prior arrangement with the Headteacher) and for evening events
- to get to know the academy and to be visible to the academy community;
- and attend training sessions for local governors, where possible.

1.14 Ceasing to be a local governor

A local governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the Chair and the Vice Chair agree that the term of office should be terminated;
- he or she resigns from office
- he or she is removed from office by the Trust Board.

1.15 Personal interests of Local Governors

Local governors shall complete a register of their business interests, which shall be reviewed annually and published on the academy website.

Any local governor who has any personal interest that conflicts or may conflict with the academy's work must declare it.

A local governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the academy and such duty or personal interest;

If the local governor does not withdraw from the meeting for that item because he/she has been expressly invited to remain in order to provide information he/she must not be counted in the quorum for that part of any meeting; and have no vote on the matter.

1.16 The role of the Chair

The Chair is appointed by the local governors. The term of office of the Chair is two years, but the Chair is eligible for reappointment at the end of that term.

The Trust Board reserve the right to remove the Chair from office at any time, although this would not necessarily affect the individual's position as a local governor.

The Chair and Vice-Chair will ordinarily meet with the Headteacher of the academy and the Clerk before the start of the academic year to plan the work of the LGB for the year.

The responsibilities of the Chair include the following:

- to chair meetings of the LGB;
- to set the agenda for meetings with the Headteacher;
- to report to the Regional Board and the Trust Board in writing following any LGB meeting, if requested;
- to give an oral summary of the LGB's deliberations, if requested, at meetings of the Regional Board and the Trust Board; and
- to provide a direct link between the LGB and the Regional Board.

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the LGB, the Chair of the LGB (or the Vice- Chair of the LGB in his or her absence) in consultation with the Chair of the Regional Board, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Regional Board and of the LGB.

1.17 Expectations of the Chair

The Chair has a unique position and relationship with the Headteacher. The Chair has a non-executive leadership role.

The Chair is expected to be a confidant for the Headteacher and in return should expect the Headteacher to take the Chair into his/her confidence on both a formal and informal basis. The Chair's private conversations with the Headteacher will be confidential.

The Chair should be the champion of the Headteacher; but also in private provide the challenging questions and seek assurances. The relationship is a partnership; but not an emotional one. The Chair's primary motivation in managing their relationship with the Headteacher is securing the best interests of the academy and the Trust.

The Chair will want to secure the Headteacher's welfare and be considerate of their workload and stress levels. If a Chair has concerns about the Headteacher's performance or welfare they should discuss it confidentially with the Headteacher; if appropriate they will confidentially escalate that concern with the Regional Director/CEO.

1.18 Election of the chair of the LGB

The Clerk to the LGB will conduct the election of the Chair, after which time the conduct of all meetings will be under his/her control or, in his/her absence, the Vice Chair.

Local governors will be asked to self-nominate in advance of the meeting. Nominations on the day will only be accepted where no written nominations have been received prior to the meeting. In support of their nomination each candidate should prepare a brief statement explaining why they believe would be a good chair.

Those standing should withdraw from the meeting even if there is only one candidate to consider. This will encourage a proper discussion to take place. Local governors are encouraged to focus on electing someone with the skills for the role and not just a willingness to serve.

A paper ballot will then take place with the clerk acting as returning officer. Nominees may vote. In the event of a tied vote, a second vote will be taken. If the outcome remains the same the decision will be secured by the tossing of a coin.

1.19 The role of the Vice-Chair

The Vice-Chair is also appointed by the LGB. The term of office of the Vice-Chair is two years, but the Vice-Chair is eligible for reappointment at the end of that term.

The Trust Board is entitled to remove the Vice-Chair from office at any time, although this would not necessarily affect the individual's position as a local governor.

The responsibilities of the Vice-Chair include the following:

- to deputise for the Chair in his or her absence;
- to ensure local governors fulfil their commitment to visit their academy and make appropriate arrangements to meet their CPD requirement;
- to provide a link between the LGB and the Regional Board.

In the absence of both the Chair and the Vice-Chair at a meeting, the LGB will elect a temporary chair from among their number.

1.20 The role of the clerk

The LGB must appoint a clerk to support their work with a view to ensuring the efficient functioning of the Board. The LGB will have regard to advice from the clerk as to the nature of the LGB's functions.

The process for appointing a clerk will be delegated to the Headteacher or the chair of the LGB. The clerk will support the work of the local governors and attend all their meetings.

The clerk will prepare a draft agenda for the chair to discuss with leadership and ensure all local governors receive the final copy and supporting papers within seven days of the meeting.

The clerk will facilitate meetings and promptly prepare a set of draft minutes, for the Chair to review. Minutes must then be circulated to all local governors, within ten days and made available to Karen Powell, Governance Consultant.

The clerk will keep membership, attendance and training records and ensure all new local governors receive a handbook. The Clerk will maintain a register of business interests of LGB members and ensure attendance data is up to date and reporting requirements on the governance page of the website are met.

The clerk will maintain a Register of Business Interest of all local governors, which will be made available to the Trust Board and displayed on the academy's website.

If the clerk is unable to attend a meeting, the LGB may appoint a local governor, who is not a member of staff to act as clerk for the purposes of that meeting.

The clerk will be offered professional support through continued professional development and an annual

The responsibilities / functions of the clerk to the LGB are as follows:

- convene meetings of the LGB including sending notices and papers of meetings;
- attend meetings of the LGB and ensure minutes are produced;
- maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB;
- maintain a register of local governors' attendance at meetings and report on non-attendance to the LGB;
- report to the LGB as required on the discharge of the clerk's functions; and perform appraisal with the Chair.

1.21 Stakeholder voices

LGBs are expected to have regard to the voices of their various stakeholders (especially pupils, parents and staff) and to put in place arrangements 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 operations and 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 through the Pupil Council and the management actions taken in response to the issues.

Scheme of Delegation and Meetings

Chapter Two

2.1 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.

While the Trust Board cannot ever delegate its accountability, it does delegate some of the detailed scrutiny, oversight and decision making. Local governance is very different that governance and LGBs are encouraged to ensure they do not try and increase their role to duplicate roles and responsibilities of others.

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

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
Values and Ethos	<p>To champion the Reach South vales and ethos in the academy.</p> <p>To determine the educational values and ethos of the academy ensuring that they are consistent with the Trust's.</p> <p>Hold the SLT to account for securing the values and ethos of the academy.</p>	Lead the academy to secure the ethos and values set by the LGB within the framework of the wider Trust.	<p>Lead the Trust to secure the ethos and values set by the Board.</p> <p>Take account of the LGB's views of the effectiveness of the Headteacher in securing the values and ethos of the academy in their formal performance management.</p>	<p>Set the values and ethos for the Trust.</p> <p>Hold the executive to account for securing the values and ethos of the Trust.</p>
Developing Vision and strategic intent	Provide support and challenge to the SLT in developing a vision and strategic intent for the Academy.	Provide a lead in developing the vision and strategic intent for the Trust that secures full LGB and Trust executive approval.	<p>Provide a lead in developing the vision and strategic intent for the Trust that secures full Board approval.</p> <p>Provide support and quality assurance to each Principal in developing a vision and strategic intent for each academy that is consistent with the Trust's wider vision.</p>	Provide support and challenge to the executive in developing a vision and strategic intent for the Trust.
Overview and scrutiny	To take an overview and scrutinise the effectiveness of the SLT in securing:	Ensure that governors are fully supported and have access to high quality	Ensure that Trustees are fully supported and have access to high quality information and data	To take an overview and scrutinise the effectiveness of the Executive in

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	high educational outcomes for all pupils; sustainable, prudent and efficient use of public resources compliant with regulatory requirements; the welfare and safety of pupils, staff and all visitors to the academy.	information and data so that they can carry out their overview and scrutiny role effectively.	so that they can carry out their overview and scrutiny role effectively.	securing: high educational outcomes for all pupils; sustainable, prudent and efficient use of public resources compliant with regulatory requirements; the welfare and safety of pupils, staff and all visitors to our academies.
Champions of the academy	Champion the Trust, academy and the SLT.			Champion the Trust and the Executive.
Performance Management	Contributes to the performance management of the Headteacher by the Trust Executive.	Directly performance manages the academy staff.	Directly performance manages the academy Headteachers taking account of the views of the LGB.	Directly performance manages the CEO and contributes to the performance management of the executive.
Policies	Hold the SLT to account for the implementation of Trust wide policies. Set academy level policies as delegated by the Trust.	Manage the implementation of Trust and LGB policies in the academy.	Support Trustees with policy formation securing the necessary expert advise where necessary. Manage the implementation of policies on behalf of the Board. Hold to account and provide support for Principals in ensuring effective implementation of policies in academies.	Set the policy framework for Trust. Hold the Executive to account for the implementation of Trust policies. Hold LGBs to account for the implementation of Trust policies in each individual academy. Delegate to LGBs the authority to set policies that may be determined locally.
Pupils and parents	To review attendance and pupil absences. To monitor the impact of the pupil	To ensure that the academies strategies for pupil attendance and pupils educational	To ensure that individual academy strategies for pupil attendance and performance are	To review attendance and pupil absences across the Trust. To monitor the impact of the pupil

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	<p>premium in the Academy.</p> <p>To monitor the impact of other ring fenced grants such as the Sports Premium.</p> <p>To adopt the Trust Complaints policy.</p> <p>To ensure effective arrangements are in place for pupil support and representation at the Academy.</p> <p>To implement a means whereby the Academy can receive and react to pupil and parental feedback.</p> <p>To appoint a Governor with responsibility for SEN and inclusion.</p> <p>To review and maintain the academy's SEN policy.</p> <p>To provide oversight of the implementation of the policy within the Academy and compliance with the Disability Discrimination Act requirements.</p>	<p>outcomes are effective.</p> <p>To ensure that the LGB has all data and information that it needs to hold the academy to account for the impact of pupil attendance and performance strategies.</p>	<p>consistent with the wider Trust strategy.</p> <p>To ensure that academy SLT has the appropriate support in place to deliver impact in terms of pupil outcomes.</p> <p>To provide the formal performance management of the academy SLT.</p>	<p>premium in the Trust.</p> <p>To monitor the impact of other ring fenced grants such as the Sports Premium.</p> <p>To ensure LGBs have effective arrangements are in place for pupil support and representation at each Academy.</p> <p>To ensure LGBs have a means whereby the Academy can receive and react to pupil and parental feedback.</p>
Community Engagement	To establish and maintaining a relationship with the members of the local community.	To support the LGB in maintaining a relationship with the wider community.	To support the Trust Board in establishing community engagement through LGBs.	To establish community engagement through LGBs
Curriculum and Standards	To approve the curriculum proposed by the Headteacher (to the extent that it is	To lead and be accountable for the impact of the academy's curriculum and	To lead and be accountable for the impact of the Trust's curriculum and pedagogy on pupil outcomes.	To approve the curriculum framework proposed by the CEO that provides the boundaries within which

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	<p>consistent with the Trust-wide policy)</p> <p>To review the impact of the academies strategies on pupil outcomes.</p> <p>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.</p> <p>To monitor the KPI figures reported from the Headteacher relating to standards.</p> <p>To support and challenge the Headteacher in the development of the academy development plan and then provide on-going monitoring.</p>	<p>pedagogy on pupil outcomes.</p> <p>To have strategies that deliver impact for reducing the effect of social disadvantage or special educational needs on individual pupil outcomes.</p>	<p>To hold Headteachers to account through formal performance management for pupil's educational progress.</p>	<p>individual academy curriculum will be developed.</p> <p>To review the impact of the Trust's strategies on pupils educational outcomes.</p> <p>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 Trust.</p> <p>To monitor the KPI figures reported from the CEO relating to standards.</p> <p>To monitor and approve the Trust Development Plan.</p>
Safe-guarding	<p>To review and maintain a safeguarding and child protection policy for the Academy (consistent with the Trust-wide policy).</p> <p>To ensure the completion of the single central record.</p>	<p>To review and maintain a safeguarding and child protection policy for the Academy (consistent with the Trust-wide policy) and to ensure the completion of the single central record on behalf of the LGB.</p>	<p>To review and maintain a safeguarding and child protection policy for the Trust and to ensure the completion of the single central records on behalf of the Board.</p>	<p>To review and maintain a safeguarding and child protection policy for the Trust.</p> <p>To ensure the completion of the single central records.</p>
Behaviour	<p>To review and maintain a behaviour policy for the Academy.</p>	<p>To develop, implement, review and refine the academy's behaviour policy to</p>	<p>To support, challenge and hold to account the academy SLT for</p>	<p>Review and monitor the effectiveness of the LGB behaviour</p>

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	To convene a committee to review the exclusion of a pupil by the Headteacher.	deliver effective outcomes.	positive behaviour in each academy.	policies across the Trust.
Finance	<p>To approve the annual budget for the Academy for submission to the Trust Board.</p> <p>To monitor the Academy's delegated budget and ensure that any variances are reported to the Trust Board for approval.</p> <p>To ensure proper financial controls are in place at the Academy.</p> <p>To maintain a register of LGB members' business interests.</p> <p>To ensure provision of free school meals to those pupils meeting the criteria.</p> <p>To enter into contracts up to the limits of delegation and within an agreed budget.</p> <p>To support the Trust Board in its monitoring and evaluation of the delivery of any central services or function provided or procured by the Academy Trust.</p>	<p>The SLT will plan, manage and monitor the academy budget in accordance with the Trust's scheme of delegation and all regulatory requirements.</p> <p>The SLT will comply with the requirements of the Trust's Chief Financial Officer in the management of resources.</p> <p>The SLT will provide reports to the LGB in order that the LGB can provide overview and scrutiny of the academies financial management on behalf of the Board.</p>	<p>The Accounting Officer and Chief Financial Officer will deploy, monitor and manage the Trust's finances in accordance with the approved budget and all regulatory requirements.</p> <p>The Chief Financial Officer will ensure that each academy has a delegated budget and will ensure that the academy plans and utilises its budget in a manner that is consistent with the scheme of delegation.</p>	<p>To plan, deploy, monitor and manage the Trust's financial resources in accordance with the Trust's Funding Agreement with the Secretary of State.</p> <p>To have in place a financial scheme of delegation for academies to operate within.</p>
Admissions	To undertake consultation, publish admissions and determine arrangements as	To manage and undertake admissions related procedures on	To manage and undertake admissions related	To undertake consultation, publish admissions and determine arrangements as

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	<p>required in accordance with the School Admissions and Appeals Codes.</p> <p>To make arrangements for determining admissions and hearing admission appeals.</p> <p>To ensure effective arrangements are in place for pupil recruitment.</p> <p>To contribute to the development of the Academy prospectus.</p>	<p>behalf of the LGB and the Board.</p> <p>To ensure that the LGB has full support for any appeals processes.</p>	<p>procedures on behalf of the Board.</p>	<p>required in accordance with the School Admissions and Appeals Codes.</p>
Staffing	<p>To participate in the process to appoint the Headteacher as requested by the Reach South Executive Team (acting with the delegated authority of the Trust Board).</p> <p>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.</p> <p>To ensure that the Trust's HR policies are implemented in the Academy.</p> <p>To monitor the implementation of the Trust's policies at the Academy for</p>	<p>To appoint all staff in the academy.</p> <p>To ensure that the Trust's HR policies are implemented.</p> <p>To be responsible for the professional development of academy staff.</p> <p>To work with local trade unions in the implementation of Trust HR policies.</p>	<p>To appoint all staff in the Trust to deliver a sustainable and effective operating model for the Trust.</p> <p>To delegate to Academy Principals the authority to appoint academy staff.</p> <p>To work with national trade unions in the agreement and implementation of HR policies.</p> <p>To hold the SLT responsible for effective staff management in each academy.</p>	<p>To appoint the CEO and Executive.</p> <p>To set HR policies for the Trust.</p> <p>To provide overview and scrutiny of the effectiveness of the Executive and academy LGBs in securing sustainable and effective staffing.</p>

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.			
Information and data	To ensure the effective implementation of the data protection policies and procedures in the Academy.	To ensure the effective implementation of the data protection policies and procedures in the Academy on behalf of the LGB.	To ensure the effective implementation of the data protection policies and procedures in the Trust on behalf of the Board. Delegate to academies and hold them to account for data protection and management in the academy.	To ensure the effective implementation of the data protection policies and procedures in the Trust.
Health and Safety	<p>To review the risk register of the Academy and prepare the Risk report for the Trust Board.</p> <p>To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).</p> <p>To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.</p> <p>To provide overview and scrutiny of the frequency of site inspections carried out by the</p>	<p>To ensure that all procedures, processes, resources, delegations and staff development are effective to identify, prioritise and manage risk within the academy.</p> <p>To take professional responsibility for the health and welfare of pupils, staff, volunteers and visitors to the academy, which include ensuring that the effective monitoring of delegations is in place across the Trust.</p>	<p>To ensure that all procedures, processes, resources, delegations and staff development are effective to identify, prioritise and manage risk.</p> <p>To take professional responsibility for the health and welfare of pupils, staff, volunteers and visitors to the Trust, which include ensuring that the effective monitoring of delegations is in place across the Trust.</p>	<p>To review the risk register of the Trust and receive and take account of the Risk report from the LGBs.</p> <p>To adopt a health and safety policy for the Trust.</p> <p>To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Trust.</p> <p>To ensure site inspections are carried out and to review any health and safety issues and the security of</p>

Area of Governance	Role of LGB	Role of Academy SLT	Role of Trust Executive	Role of Trust Board
	Academy SLT and Trust Executive and of the findings and actions being taken by the management of the academy or the Trust. To take account of the professional findings of the site inspections in the academies risk register and in considering the need to escalate risks to the Trustee's R&A committee in terms of any health and safety issues and the security of premises and equipment.			premises and equipment

2.2 Functions of the LGB

The LGB is therefore asked to carry out the following functions:

Values and ethos

- To champion the Reach South values and ethos in the academy.
- To determine the educational values and ethos of the academy ensuring that they are consistent with the Trust's.
- Hold the SLT to account for securing the values and ethos of the academy.

Developing vision and strategic intent

- Provide support and challenge to the SLT in developing a vision and strategic intent for the academy.

Overview and scrutiny

- To take an overview and scrutinise the effectiveness of the SLT in securing: high educational outcomes for all pupils; sustainable, prudent and efficient use of public resources compliant with regulatory requirements; the welfare and safety of pupils, staff and all visitors to the academy.

Champions

- Champion the Trust, academy and the SLT.

Performance Management

- Contributes to the performance management of the Principal by the Trust Executive.

Policies

- Hold the SLT to account for the implementation of Trust wide policies.
- Set academy level policies as delegated by the Trust.
- Hold SLT to account for the implementation of academy policies.

Pupils and Parents

- To review attendance and pupil absences.
- To monitor the impact of the pupil premium in the academy.
- To monitor the impact of other ring-fenced grants such as the Sports Premium.
- To note the Trust Complaints policy.
- To ensure effective arrangements are in place for pupil support and representation at the academy.
- To implement a means whereby the Academy can receive and react to pupil and parental feedback.
- To appoint a local governor with responsibility for SEN and inclusion.
- To review and maintain the academy's SEN policy.
- To provide oversight of the implementation of the policy within the Academy and compliance with the Disability Discrimination Act requirements.

Community engagement

- To establish and maintaining a relationship with the members of the local community.

Curriculum and standards

- To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy)
- To review the impact of the academy's strategies on pupil outcomes.
- 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 support and challenge the Headteacher in the development of the academy development plan.
- To monitor and approve the academy Development Plan.

Safeguarding

- To review and maintain a safeguarding and child protection policy for the academy (consistent with the Trust-wide policy).
- To ensure the completion of the single central record.

Behaviour

- To review and maintain a behaviour policy for the academy.
- To convene a committee to review the exclusion of a pupil by the Headteacher.

Finance

- To approve the draft annual budget for the academy for submission to the Trust Board.
- To monitor the academy's delegated budget and ensure that any variances are reported to the Trust Board for approval.
- To ensure proper financial controls are in place at the academy.
- To maintain a register of LGB members' business interests.
- To ensure provision of free school meals to those pupils meeting the criteria.
- To enter into contracts up to the limits of delegation and within an agreed budget.
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services or function provided or procured by the academy Trust.

Admissions

- To undertake consultation, publish admissions and determine arrangements as required in accordance with the School Admissions and Appeals Codes.
- To make arrangements for determining admissions and hearing admission appeals.
- To ensure effective arrangements are in place for pupil recruitment.
- To contribute to the development of the academy prospectus.

Staffing

- To participate in the process to appoint the Headteacher as requested by the Reach South Executive Team (acting with the delegated authority of the Trust Board).
- 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 ensure that the Trust's policies on all HR matters are implemented in the academy.
- To monitor the implementation of the Trust's policies at the academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.

Information and data

- To ensure the effective implementation of the data protection policies and procedures in the academy.

Health and safety

- To review the risk register of the academy and prepare the Risk report for the Trust Board.
- To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).
- To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.
- To provide overview and scrutiny of the frequency of site inspections carried out by the academy SLT and Trust Executive and of the findings and actions being taken by the management of the academy or the Trust. To take account of the professional findings of the site inspections in the academy's risk register and in considering the need to escalate risks to the Trustee's R&A committee in terms of any health and safety issues and the security of premises and equipment.

2.3 Convening meetings of the LGB

The LGB should hold 6 meetings in each academic year. The timings of these meetings are scheduled to be consistent across the Trust and will be held in the first two weeks of September, November, January, March and May and in the last two weeks of July. The times and days within these meeting windows will be decided by each LGB.

The clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the Chair directs.

Any two local governors may call a meeting by giving written notice to the clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the clerk to convene a meeting as soon as reasonably practicable.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

The local governors may invite persons who are not local governors (to attend the whole or part of any meeting for purposes connected with the meeting).

2.4 Draft standard agendas

LGBs are advised to use the draft agendas set out overleaf to prepare their workload. Local governors are encouraged not to add workload related to financial or personnel strategies as these are now governed centrally. However, where there are financial or HR policies local governors should be aware of their content for information. Local governance must focus on standards and stakeholder engagement without adding any duplication to works already conducted by the Trust Board.

2.5 Sample Annual Management Plan

First two weeks of September	First two weeks of November
<p><u>Procedural</u> Welcome and apologies Declarations of interest Annual Review of membership Complete annual pecuniary interest forms and Code of Conduct Minutes of the last meeting and matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Receive report on summer testing results and trends Presentation on pupil tracking system Consider progress on Strategic Improvement Plan Update from Headteacher on people and finance at start of academic year Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Governor visits Clerk's Update – membership, local and national strategies Governor training LGB Action Plan Reach South Board Update</p> <p><u>Policy Review</u> Adopt the Trust H&S policy</p>	<p><u>Procedural</u> Welcome and apologies Declaration of interests Minutes of last meeting and matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Questions on Headteacher's report Review report on the quality of teaching Review progress on Strategic Improvement Plan ASP/Data dashboard review Report on planned use of pupil premium Report on staff appraisal Note the annual budget and review the closing budget from the previous year Review variations in budget spend and re-forecasts Admissions update Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Report from Safeguarding champion(s) on review of Single Central Record Report from Maths champions(s) Report from English champion(s) Other Governor visits Clerk's Update – membership, local and national strategies Governor training LGB Action Plan Reach South Board update</p>

First two weeks of January	First two weeks of March
<p><u>Procedural</u> Welcome and Apologies Declaration of interests Minutes of the last meeting and matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Monitor the success of the phonics programme Review progress on Strategic Improvement Plan Review Parent View and plan parent surveys Review variations in budget spend and re-forecasts Review the academy emergency plan Review the risk register Admissions update Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Report from Early Years/KS3 and 4 champion(s) Report from Safeguarding/CP/LAC champion(s) Report from SEND champion(s) Report from Pupil premium champion(s) Governor visits Clerk's Update – membership, local and national strategies Governor training LGB Action Plan Reach South Board update</p> <p><u>Policy Review</u> Review and maintain Behaviour policy Review and maintain the SEN policy</p>	<p><u>Procedural</u> Welcome and Apologies Declaration of interests Minutes of last meeting and matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Performance Management update Review parent survey results Report on impact of pupil premium Report on quality of teaching and pupil progress Questions on Headteacher's report Report on predicted outcomes for cohorts and years Plan survey of staff/pupils (as required) Review variations in budget spend and re-forecasts Review of academy website Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Report from Maths champion(s) Report from English champion(s) Other Governor visits Clerk's Update – membership, local and national strategies Governor training LGB Action Plan Reach South Board update</p> <p><u>Policy Review</u> Review and maintain Complaints policy</p>

First two weeks of May	Mid to late July
<p><u>Procedural</u> Welcome and Apologies Declaration of interests Minutes of the last meeting Matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> Review progress on Strategic Improvement Plan Review variations in budget spend and re-forecasts Review staffing structure for following year Review of staff CPD/shared expertise Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Report on review of Single Central Record Report from SEND Champion(s) Report from safeguarding champion(s) Other Governor visits Clerk's Update – membership, local and national strategies Governor training LGB Action Plan Reach South Board update</p>	<p><u>Procedural</u> Welcome and Apologies Declaration of interests Minutes of last meeting Matters arising Chair's and Head's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u> End of year testing results Review progress on Strategic Improvement Plan and adopt a new plan for the coming year Questions on Headteacher's report Academy self-evaluation report Review variations in budget spend and re-forecasts Barriers to progress</p> <p><u>Local Governance monitoring and development</u> Report from Early Years champion(s) Report from Grants and Pupil premium champion(s) Other Governor visits Clerk's Update – membership, local and national strategies Governor training Governor Action Plan – new items for following year Strategic planning by FGB Election of chair and vice chair Appoint governors with specific responsibilities for the year ahead Set up a hearings committee (staffing, exclusions and complaints) Appoint Performance Management governors and secure training Evaluation of LGB's work</p>

2.6 Financial matters

The LGB shall assess the annual budget for the subsequent financial year prepared by the Academy's Headteacher and senior leadership team and submit the budget to the Trust Board for approval in accordance with the timeline specified by the Trust Board.

Subject to the paragraph below, the LGB shall have the power to expend funds of the Trust Board, which relate to the academy as it considers in the best interests of the Academy and in accordance with the Finance Manual and the Procurement Policy. The LGB shall have regard to:

- the Objects of the Trust and the restrictions attached to any grant funding;
- the Academy's developmental priorities as set out in the Academy Development Plan and financial sustainability.

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the academy be held centrally for the following reasons:

- to be allocated to the provision of central services received by the academy;
- in pursuance of the Academy Trust's reserve policy; and/ or
- as otherwise may be determined by the Trustees acting reasonably and in the best interests of the Academy Trust.

2.7 Contractual authority

The LGB is authorised to enter into a contract on behalf of the Trust in so far as it relates to the academy provided that:

- the contract does not exceed the value specified in the Finance Manual from time to time;
- the contract has been procured in compliance with the Trust's procurement policy and in accordance with the Academies Financial Handbook;
- consideration is given as to whether the contract constitutes a 'related party transaction'; and
- the contract does not relate to the following services:

HR;
Payroll, accountancy or audit;
Education inspection;
Leadership and CPD;
Energy supplier and energy management;
Financial management systems;
Management information systems, ICT systems and ICT hardware supplier contracts;
Telecommunication systems;
Stationery and consumables supplier contracts;
Catering contracts;
Cleaning contracts, facilities management;
Capital works; and health and safety management systems

Unless in the case of leadership and CPD support, it complements rather than duplicates the Trust offer or, in any other service area, the Regional Business Manager has been consulted; or the contract is of a low value and short term (in the view of the LGB

2.8 Voting at meetings of the Local Governing Body

The quorum for meetings of the LGB and for any vote on a matter at such meetings is one half of the total number of local governors in office at that time (rounded up to the nearest whole number).

A meeting shall be cancelled if the number of local governors present does not meet the quorum specified. A meeting will terminate if local governors leaving early results in the quorum not being met. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any local governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting;
- the LGB has access to the appropriate equipment;
- and provided that, if after all reasonable efforts it does not prove possible for that local governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of local governors present and voting on the question. Votes tendered by proxy shall not be counted. Where there is an equal division of votes, the Chair has a casting vote.

A resolution in writing, signed by all local governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement to the form of resolution providing that the local governor has previously notified the LGB in writing of the email address or addresses which the local governor will use.

The local governors may act notwithstanding any vacancies, but, if the number of local governors is less than the number fixed as the quorum, the continuing local governors may act only for the purpose of filling vacancies.

2.9 Intervention

The LGB will work closely with the Trust Board and the Executive Team and shall promptly implement any advice or recommendations made by the Trust Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

The Trust Board reserves the right to review or remove any power or responsibility conferred on the LGB under this constitution and terms of reference, in particular, in circumstances where serious concerns in the running of the Academy are identified, including where:

- there are concerns about financial matters;
- there is insufficient progress being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the Academy is managed or governed;
or
- the safety of pupils or staff is threatened, including a breakdown of discipline.

Where necessary, the Trust Board will put in place for an appropriate period of time an intervention board whose responsibility will be to address the areas of weakness.

2.10 Committees of the Local Governing Body

The LGB may need to establish committees to carry out certain functions of the LGB – such as complaints and hearings committees. The LGB must adopt the terms of reference and review them annually.

The establishment of any new committees other than temporary, ad hoc committees required to deal with specific issues, must be agreed in advance with the Chief Executive.

There should be no requirement to have a separate finance committee as the scrutiny and decision-making role is conducted by the CEO, the Trust Board, the Executive, the CFO and CEO. However, at least one governor should retain a finance overview and report to colleagues accordingly.

2.11 Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the Chair at the next meeting of the LGB. The written record (once approved by the Chair of the relevant LGB meeting) shall be forwarded by the clerk to the LGB to the clerk to the Trust Board as soon as is reasonably practicable.

Role of champion governors

Chapter Three

3.1 The role of champion

Local governors, collectively, strategically improve our academies by holding the headteacher to account for providing high quality teaching and learning, which will lead to the highest possible levels of attainment and progress for our children, in a safe, caring environment that allows them to develop spiritually, morally, socially and culturally.

The purpose of a champion is to take a lead monitoring role on a specific strategic area for development and improvement. The priorities for governor champions are a reflection of the annual Academy Development Plan, and also ensure the academy's longer-term vision and aims are being achieved.

Local governors play an important role in knowing their academy well and working with parents, children and staff. However, there is also an expectation that governor champions will develop their skills by communicating, and where possible visiting, their partner champions in the other Reach South academies to ensure clarity and consistency of approach.

Whilst not a champion role please ensure you also have a governor with responsibility to oversee Health and Safety and Finance.

3.2 The responsibilities of a champion governor

- Building a trusting, professional working relationship with the member of academy staff responsible for the identified curriculum/priority area, so that the governor champions can become true 'critical friends';
- Investing in the identified curriculum/priority area and attend occasional team meetings / visit with the relevant academy staff regularly;
- Regularly reviewing and evaluating the strategies in place to improve outcomes for all children within the identified curriculum/priority area;
- Scrutinising the data/information used for self-evaluation within the identified curriculum/priority area;
- Ensuring that the Reach South policies are followed in the identified curriculum/priority area and highlight any concerns about short-comings in policy/practice;
- Reporting back to the local governing body and via Minutes;
- Being an advocate for the identified curriculum/priority area within the local governing body meetings.

The champion role works more effectively if succession planning is built in from the start. Therefore, each local governor should be the lead champion in one subject and play a supporting role in another. This also helps new governors develop their skills and confidence.

3.3 Being a governor champion

- ✓ Take a special interest in your champion area
- ✓ Ensure that your champion area remains high on the academy's and Reach South agenda
- ✓ Attend in-school training where possible
- ✓ Meet with the subject/area lead termly to discuss strengths and areas for further development
- ✓ Be involved in the school's work with parents
- ✓ Ask about resourcing of your subject/area
- ✓ Attend external training in order to keep up to date with developments.

3.4 Monitoring and reporting schedule

Governor champions will need to meet with the relevant teacher/staff member at least two times a year, or more where necessary, and will formally report to the local governing body twice a year.

Before each meeting contact the relevant link teacher/member of staff to arrange a convenient time for the visit, giving them at least one week's notice and agree an agenda for the meeting so that all parties can be fully prepared.

September	October	November Review of SCR English Maths
January SEND Early Years/KS 3/4/5 Safeguarding Grants and pupil premium	February	March/April English Maths
May Review of SCR Safeguarding SEND	June	July Early Years/ KS 3/4/5 Grants and Pupil premium

3.5 What should champions ask?

A list of sample questions is included from page 38 onwards to try and align the review each champion makes across our academies for each subject. These questions will naturally generate more.

3.6 Writing your report as a champion governor

Please use the proforma provided on page 47. This can be a joint report or two separate reports. Whilst you are expected to report twice a year the number of visits/activities is not prescribed. Therefore, your report might cover more than just one visit with the co-ordinator and may include a visit to a lesson and/or a parent event. Your report is a summary of any engagement.

All reports must be shared with the Headteacher before being shared with staff or being presented at any governors' meeting. Please ensure you meet reporting deadlines as all academies within the Trust report during the same month to enable the Trust Board and CEO to monitor effectively.

3.7 Subject specific questions you can ask

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.

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 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 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 SEN 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 / decision 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 SEN compare with attendance of the pupils a whole? If significantly lower, why is this?
- How does the number of SEN 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 TAs 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 SEN is being used efficiently and effectively compared to other pupils?
- Are you happy with the amount of access you have to SEN Specialists such as LA SEN 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, SEN, 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 phonic 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, SEN, 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 (Springfields)

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 benefit does the Apple Regional Teaching Centre bring to 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 our academy?
- Is our academy suitably funded for its work?
- How effective is the Trail Blazers scheme?

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 (UTC Plymouth)

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?
- How do we promote the UTC in secondary schools?

KS3, KS4, KS5 (UTC Plymouth & Parkfield)

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?
- How do we promote the UTC in secondary schools?

Statutory Grants Inc Pupil premium 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 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 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 Pupil Premium 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 Pupil Premium (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?

3.8 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

Core values

Chapter Four

Aspiration beyond expectation

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 is fundamental 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 the curriculum 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.

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.

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 and Reach4 Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits 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.

Appendices

Chapter Five

The Trustees
Reach South

Dear Sirs

Reach South Academy Trust (Academy Trust) - appointment as a Local Governor

I confirm that I wish to be a Local Governor in respect of [• name of academy] in accordance with the Terms of Reference for Local Governing Bodies prescribed by the Trustees of the Academy Trust from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Terms of Reference for Local Governing Bodies (and by extension the Articles of Association of the Academy Trust).

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 8 of the Constitution and Terms of Reference for Local Governing Bodies (or as prescribed by the Trustees of the Academy Trust from time to time).

Yours faithfully

Signed

Name

Date



Name of academy

Dear Parent

I am writing to advise you that there is a vacancy for **(insert number)** parent governor**(s)** on the academy's Local Governing Body and to invite parents who are interested in taking up this role to put their names forward, or to nominate another parent. If you nominate a fellow parent please ensure the parent countersigns the attached nomination paper.

We would draw your attention to the reverse of the nomination form – Declaration of Eligibility which lists the criteria for qualifications and disqualifications. Please ensure the declaration is signed by the nominee.

The timescale for electing the new governor(s) is as follows:-

- Nominations to the headteacher by **(date at least 7 days in advance)**

If more nominations are received than there are vacancies:

- The election will be held on **date(recommend at least 12 days after the nomination deadline)** at **time (usually noon)**

If the number of nominations received are equal to or less than the number of vacancies there will be no need to hold a ballot. If a ballot is necessary one voting paper per parent will be sent to you via your child.

Should you mislay this nomination paper, a further copy may be obtained from the academy.

For further information please contact **[the Clerk to the Governing Body]**.

Yours faithfully

What is the role of local governing bodies?

Local governing bodies are responsible for monitoring a wide range of matters, which include ensuring that pupils receive a high quality education. Local parent governors play an important role as members of the local governing body and are welcomed as valued members of the team. The local governing body works together – governors do not make decisions individually.

Local governors will support and, at the same time, challenge heads by gathering views, asking questions and working with stakeholders. The governing body is answerable to parents, pupils, the Reach South Trust and the wider community.

Local governing bodies comprise of various types of governor. The governing body will include

- Local parent governors elected by other parents at the academy
- Local staff governors elected by their colleagues
- Co-opted governors appointed by the local governing body
- Trust appointed local governors

Commitment

Our meetings are held **(describe frequency – usual day and time)**.. Meetings should last no more than 2 hours. Governors are encouraged to visit the academy to learn more about the way the academy works.

What will you gain as a local governor?

- The opportunity to make a real difference and the chance to contribute to the good of the community, leading to real satisfaction and a sense of achievement. You will gain an understanding of the decision making process of local governing bodies and an awareness of the education system as a whole;
- Working as an academy governor will give the opportunity to work with a wide variety of people and pupils from a variety of social, cultural and religious backgrounds;
- You will develop new skills and strengthen existing ones. You will be offered training on various aspects of the governor role.

Appointment of Local Parent Governors - Nomination and Declaration of Eligibility



I wish to stand for election as a local parent governor of

..... Academy

Title: Mr, Mrs, Ms, Dr etc Surname

First names

Date of birth

Home address and postcode

Telephone No - home

- work

- mobile

Email

If you are nominating another parent please sign here and ensure that the nominee signs the declaration on the reverse.

Signature

Name Date

Declaration of Eligibility

I declare that I am not disqualified from serving as an academy local governor and that:

I am aged 18 or over at the date of this election or appointment;

I do not already hold a governorship of the same academy;

I am not subject to a bankruptcy restriction order, an interim bankruptcy restriction order, a debt relief order or an interim debt relief order;

I have not had my estate sequestrated and the sequestration has not been discharged, annulled or reduced.

I have not been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of any body;

I am not included in the list (List 99) of teachers and workers with children or young persons whose employment is prohibited or restricted;

I am not disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school;

I am not disqualified from working with children;

I have not, in the five years prior to becoming a governor, received a sentence of imprisonment, suspended or otherwise, for a period of not less than three months without the option of a fine;

I have not, in the twenty years prior to becoming a governor, been convicted as aforesaid of any offence and had passed on me a sentence of imprisonment for a period of not less than two and a half years;

I have not, at any time, had passed on me a sentence of imprisonment for a period of not less than five years;

I have not been fined, in the five years prior to becoming a governor, for causing a nuisance or disturbance on education premises;

I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000.

I am willing to serve as a parent governor should I be elected. I am not disqualified from serving as a local parent governor. I give permission for an application to be made to the Disclosure and Barring Service for a DBS certificate. If I become disqualified I will notify the Clerk to the Local Governing Body.

Signature_____Date_____

In the event of an election details supporting candidature are invited. Please complete the personal statement below in support of your nomination – no more than 60 words please.

--

This nomination paper should be returned to the head teacher no later than noon on **date (allow at least 7 days)**

Example Ballot paper letter - Local Parent Governors



Dear Parent,

Name of Academy

I am writing to advise you that there were more nominations than vacancies for the recently advertised post of local parent governor.

Therefore a ballot will take place.

Overleaf you will find a ballot paper (one per parent).

How to vote:

Place an X in the right hand column against the candidate(s) of your choice. No other distinguishing marks of any kind should be made on the ballot paper.

- You may not vote more than once per candidate but if you have **(no.)** votes you may vote for **(no.)** candidates
- Only parents/guardians of registered pupils at the academy are eligible to vote.
- No parent/guardian is entitled to complete more than one ballot paper (irrespective of the number of children at the academy).
- Please return the ballot paper by **time** on **date**

Ballot papers should be placed in a sealed envelope and should not contain the name of the sender.

The results of the ballot will be publicised immediately after the count.

Yours faithfully



ELECTION OF LOCAL PARENT GOVERNOR(S)

Number of votes available - **insert number**

Name of Candidate	Supporting Statement	Place Your X Here

How to vote:

Place an X in the right hand column against the candidate(s) of your choice. No other distinguishing marks of any kind should be made on the ballot paper.

- You may not vote more than once per candidate but if you have two votes you may vote for **(no.)** candidates
- Only parents/guardians of registered pupils at the academy are eligible to vote.
- No parent/guardian is entitled to complete more than one ballot paper (irrespective of the number of children at the academy).
- The ballot paper must be returned to the head teacher, in a sealed envelope, no later than **time** on **date**. The name of the voter must not be written on the envelope. All envelopes will be placed in a sealed ballot box.

GOVERNOR VISIT RECORD

Governor:	
Link Responsibility:	
Date of Visit:	
Visiting – Who did you see?	

What was the nature of the visit?	
Did you talk with pupils?	
Did you visit the classroom/playground?	
Did you meet parents?	
Other....(describe)	

Was the visit linked to the Ofsted judgements or the School Improvement Plan?		
Quality of Education		
Personal development;		
Behaviour and attitudes;		
Leadership and management		

Impact of visit and questions asked

--	--	--

SAFEGUARDING Please tick which were observed

All staff were wearing ID badges		Comments on safeguarding practice
The schools' safeguarding rules were available		
Doors to the school were secure		
Signage indicated who children/adults should speak to re Child Protection concerns		
Evidence of electrical safety checks was observed		
Mobile phone signage was displayed		
All visitors had badges		

Signed Date:	
--------------	--

Thank you for making this visit – please forward your completed form to the Headteacher

Headteacher –	LGB Review –

Annual Declaration of pecuniary and personal interest – Local Governors

Name.....

Academy:.....

Please complete this form in ink, not pencil

Pecuniary interests

Please provide details of the interest and date commenced

Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a Local Governor and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
Immediate family/close connections to Local Governor				
Company directorships or trusteeships of family/close connections to Local Governor				

Are you a Governor of another school or a Local Governor on another LGB?

If yes, please give details

Name of school/school:

Position held:

Date appointed/elected

Date of termination

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the Academy where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with Reach South policy.

Signed _____. Date _____

LGB Code of Conduct



Introduction

The purpose of the Code of Conduct is to ensure Local Governors have a clear understanding of their role, which whilst voluntary comes with expectations and commitment.

The Clerk to the Local Governing Body (LGB) will ask all new Local Governors to sign this document at the commencement of their term of office and all Local Governors will make an annual commitment. The signed declaration will be kept with LGB records.

Local Governors must: -

- a) Support the aims and objectives of the school and safeguard the interests of Reach South and its students in the wider community
- b) Work co-operatively with other Local Governors in the best interests of Reach South placing a high priority on attending and contributing to meetings, sending apologies to the Clerk to the LGB in advance of the meeting when unavoidable absence is necessary. Without prior agreement of the LGB Local Governors are expected to attend at least 4 of the 6 meetings planned per annum.
- c) Remain loyal to the consensus decisions reached, even if these go against personal preference.
- d) Base opinion on matters before the LGB on an impartial assessment of the available facts.
- e) Take due account of views of parents, pupils, staff and other interested parties.
- f) Complete work as set out in the Reach South Scheme of Delegation, which will be reviewed annually as legally required.
- g) Not act or speak on behalf of the LGB without delegated authority to do so. In exceptional circumstances the Chair may act on behalf of the LGB but must report these actions to fellow Local Governors as soon as possible after action has been taken.
- h) Treat each other with respect at all times, valuing each other's contributions to the work of the governing body, accepting that all Local Governors have equal status, and although appointed or elected by different groups (e.g. parents, staff, LGB) the overriding concern will be the welfare of the school and Reach South as a whole.
- i) Be confident that the CEO will respect the Local Governors' monitoring and oversight role and will provide the LGB with the information it needs to hold Reach South to account for the standards achieved.
- j) Refer parents to the school's complaints procedure in the event of receiving complaints relating to any aspect of Reach South.
- k) Resist the temptation or outside pressure to use their position of Local Governor to benefit himself or herself or other individuals or agencies. Local Governors will make known any personal or pecuniary interest that might affect their ability to participate in particular discussions or decisions. This will be done through an annual declaration of interest, and also through the standard declaration on each agenda.

- l) Visit the Academy, with all visits arranged in advance with the staff.
- m) Involve themselves actively in the work of the LGB, and accept a fair share of responsibilities.
- n) Be mindful of the criteria disqualifying individuals from being a Local Governor and will immediately stand down if any of the criteria should apply.
- o) Observe the confidentiality of any matters deemed confidential by the LGB.
- p) Seek to be good ambassadors for Reach South in the wider community particularly considering the impact of any use of Social Media on the Academy, Reach South, pupils, staff and overall reputation.
- q) Make every effort to get to know the Academy well and respond to opportunities to involve themselves in school activities.
- r) Take or seek to participate in training and development opportunities.
- s) Accept that in the interests of transparency, the names, terms of office, roles on the LGB and category of Local Governor will be published on the academy's website.
- t) Agree to declare all business interests – including any relationships between Local Governors and members of the school staff including spouses, partners and relatives and will offer information about other governorships of other schools so that it can be published on the website. Any Local Governor failing to reveal information to enable the LGB to fulfil its responsibilities will be in breach of this Code of Conduct and as a result will be bringing the LGB into disrepute.

Breach of this code of conduct

- If it is believed that a Local Governor has breached this code, Local Governors will raise this issue with the Chair and the Chair will investigate; the LGB will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the Chair that Local Governors believe has breached this code this will be reported to Reach South who will investigate.

Safeguarding

I confirm that I have read and understood the DfE publications

- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children, 2019

New Local Governors

I confirm I will complete a DBS application within 21 days of commencing the role of Local Governor.

All Local Governors – annual declaration

I confirm that there has been no change to my DBS certification in the past 12 months

Signed by: 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

DCD – Developmental Co-ordination Disorder

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

Diocesan Board – The Christian denominations divide the country into ecclesiastical districts called dioceses

Diocese – The area over which a bishop has jurisdiction

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

FGB – Full Governing Body

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

HOY – Head of Year

HR – Human Resources

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 – Pupils aged 11-14

KS4 – Pupils aged 14-16

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

LAC – Looked After Children

LGA – Local Government Association

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

NAHT – National Association of Head Teachers

NAPE – National Association for Primary Education, covering the ages from 3 to 13

NASUWT – National Association of Schoolmasters and Union of Women Teachers

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

PIB – Pre-Inspection Briefing

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

SACRE – Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship

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

SIAMS – Statutory Inspection of Anglican and Methodist Schools

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

VA – Voluntary Aided – Schools with a foundation which appoints most of the governors. The governing body is the admission authority and employs the staff

VC – Voluntary Controlled – Schools with a foundation which appoints some of the governors. The LA (Local Authority) is the admission authority and employs the staff

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

YJB – Youth Justice Board

YOT – Youth Offending Team

YPLA – Young People's Learning Agency