

Governance Handbook: 2024/2025



TEAM Education Trust

Approved by:	Trustees & Members	Date: 8/5/2024
Last reviewed on:	January 2024, March 2024, April 2024, May 2024, June 2024,	
Next review due by:	May 2025	

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Section 1 – Introduction and Welcome to TEAM Education Trust from our Trust Board Chair and our Chief Executive Officer (CEO)

A warm welcome to TEAM Education Trust. We are committed to providing excellent inclusive education provision for all of our pupils and the very best support and development for staff.

The role of Governors, Trustees and Members is crucial in providing a critical friend to our Schools and wider Trust, operating utilising the Nolan principles, and working with their wider community and stakeholders.

At TEAM we believe in ensuring all of our Schools remain part of their local communities and reflect their contexts, thus the role at Local Governing level should focus on the experiences of children, staff, families, and community that they serve.

We are a growing Trust and will continue to do so as long as it is right for our schools within TEAM and will be creative in order to meet our children's needs now and ensure we are sustainable in the future.

TEAM follow the trust quality descriptors set out by the Department of Education. The trust quality descriptors cover:

1. High Quality and inclusive education
2. School Improvement
3. Workforce
4. Finance and operations
5. Governance and Leadership

These areas are covered within this handbook and are part of our School and Trust Improvement Meetings (referenced across our team as STIM) where we monitor our school's performance and the intelligence information to provide quality support and challenge.

The Trust has a five-year strategy with four clear strands that are led by the Trust Executive Team.

1. Teamworking – Relationships
2. Education & Quality Assurance
3. Accountancy & Compliance
4. Momentum

The strategy can be found on our website and links closely to our Central Team and Principal priorities.

Thank you for giving your time to work with us and be part of our TEAM.










Sarah Baker CEO

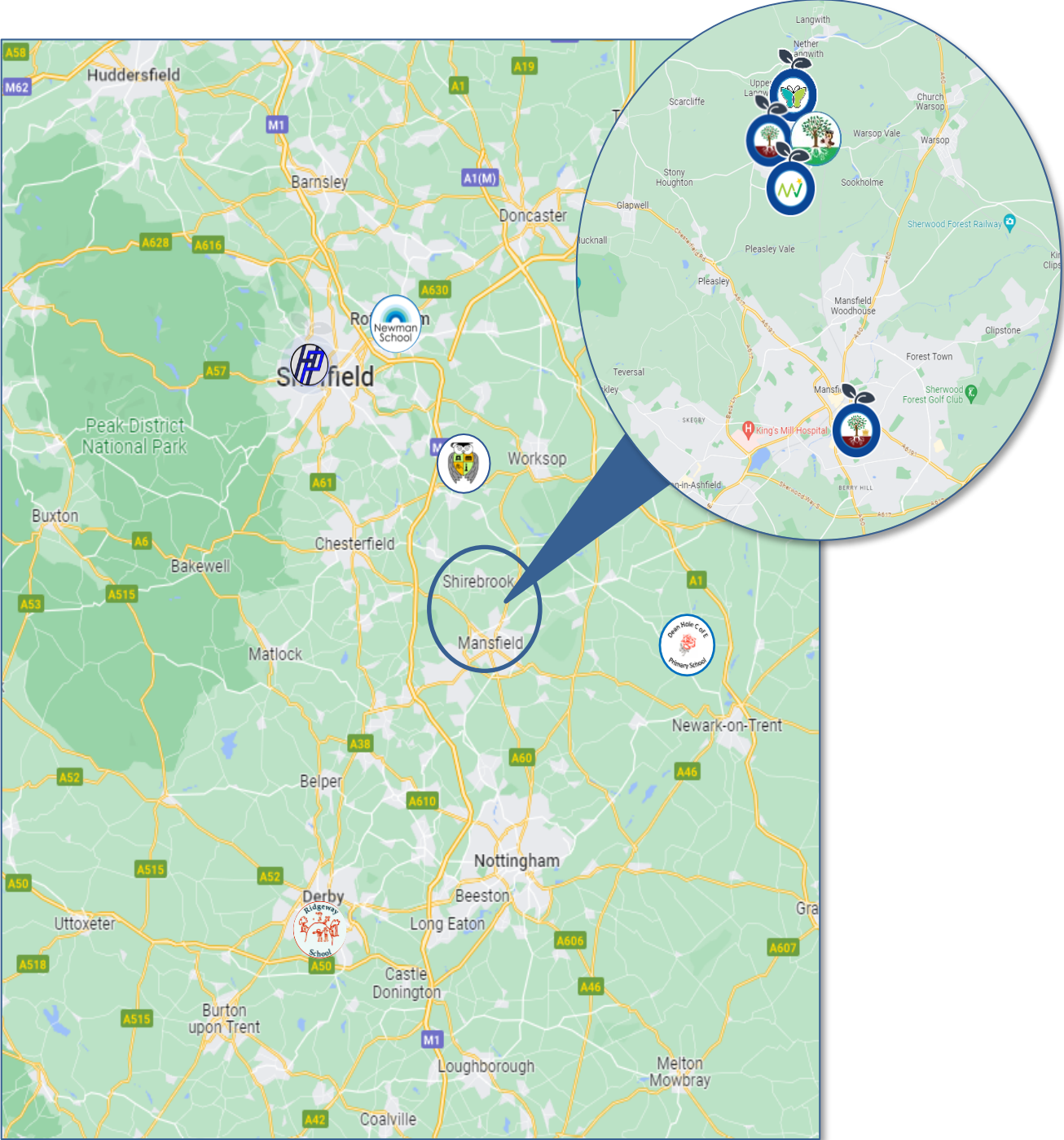


Ian Lowe Chair of Trustees

1. Schools in the Trust

School Name		School Address	Principal	Chair of Governors
Stubbin Wood School & Nursery <ul style="list-style-type: none"> • Shirebrook • Nursery • Mansfield • CFFCT 		Common Lane, Langwith Junction, Shirebrook, NG20 8QF	Mrs. Emma Rodgers	Mrs. Carolyn Briggs
Model Village Primary School		Central Drive, Shirebrook, Mansfield, NG20 8BQ	Mrs. Jemma Slater	Mrs. Julie Wilson
Whaley Thorns Primary School		Portland Road, Langwith, Mansfield, NG20 9HB	Mrs. Charlotte Butcher	Mr. Ross Wormald
Newman School <ul style="list-style-type: none"> • Whiston • Dinnington 		East Bawtry Road, Whiston, Rotherham, S60 3LX	Ms. Michaela Glarvey	Mrs. Roz Danks
Heritage Park School		Norfolk Park Road, Sheffield, S2 2RU	Mr. Mark Fairbrother	Mr. Kevin Corke
Caunton, Dean Hole CofE Primary School *Voluntary academisation awaiting advisory board decision*		Manor Road, Caunton, Newark, NG23 6AD	Mr. Alan Brown	Mr. Colin Barnard
Ridgeway Infant School *Voluntary academisation – expression of interest completed, awaiting end of purda for next steps.				

2. Map of Schools



3. Mission, Vision, and Values

TEAM Education Trust

Mission, Vision & Values

TEAMmission

To provide an inclusive environment enabling all our students to thrive, flourish, develop their character and reach their full potential within an enterprising and supportive setting



Approval: Changes made to include Christian Distinctiveness

TEAMvision

We will work to achieve our Vision through an excellent holistic curriculum which embraces the **latest technology** and utilises **expert education practitioners** to respond to the needs of our children and **prepare them for the world** they will enter and life in a modern Britain.

Our staff TEAM have the skills, knowledge, and passion to deliver excellent learning whilst facilitating a **fully inclusive learning environment** which reflects the unique and diverse communities we serve.

TEAMvalues

Together: working in collaboration to achieve more for our students, schools and communities

Opportunity: to demonstrate responsibility, and to access and engage with the very best to enable future success

Growth: enabling the Trust community to develop, promote and encourage sustainability

Enterprise: nurturing a positive 'can do' attitude to try new things

Trust: in ourselves to take risks and those around us to keep safe

Honesty: valuing integrity and truth in all we do

Excellence: to achieve the highest standards in everything we do

Respect: for everyone and everything, through the demonstration of integrity, truth, kindness, forgiveness, love, dignity, hope and a strong understanding of world views

4. Meet the Trust Executive and Central Team

Please see the website for an up-to-date version of the Executive and Central Team structure:

[Central TEAM | Together Everyone Achieves More \(teameducation.org\)](http://teameducation.org)

5. Meet the Members & Trustees of TEAM

Meet the Members & Trustees in Team

Members			
 STUART AYRES	 SU KINNEY	 ALICIA HILL	 MARTIN COOPER Corporate Member

Trustees						
 IAN LOWE CHAIR OF TRUSTEES	 CLARE STOREY VICE CHAIR	 HELEN HARRISON	 SARAH JOHNSON	 RUTH MURAD	 ANDY BOWLER	 AMY STORER CoFe Trustee
LINK CYBERSECURITY & AI	LINK SCHOOL STUBBIN WOOD S&N	LINK SCHOOL MODEL VILLAGE	LINK SCHOOL HERITAGE PARK	LINK SCHOOL WHALEY THORNS	LINK SCHOOL NEWMAN	LINK SCHOOL CAUNTON DEAN HOLE
PILLAR T	CHAIR OF CEO PERF REVIEW	PILLAR M		CHAIR OF CPP COMMITTEE PILLAR E	CHAIR OF PREMISE & SAFR COMMITTEE PILLAR A CEO PERF REVIEW	

6. Equality, Diversity, and inclusion

The Trust has committed to:

- creating a community where diverse cultures are celebrated, where everybody feels welcome and can use their differences to develop themselves and the environment they work in
- a culture that is based on the TEAM trust values and consideration of how behaviour affects others in and outside the organisation.
- Abides and understands its responsibilities under the Equality Act 2010 by eliminating unlawful discrimination, harassment, and victimisation. Advancing equality of opportunity between people who share a protected characteristic and those who do not. Fostering good relations between people who share a protected characteristic and those who do not. Promoting fundamental British values.
- regularly reflecting on its own practice to ensure that it does not create barriers to participation for pupils/students, employees, or school governors/Trust Board members.
- providing outstanding opportunities and education to all its communities
- championing all the communities it serves.

This affects how we recruit our Governors, Trustees and Members and the support and training the Central Team provides for all.

7. Code of conduct

As a Governor, Trustee or Member at TEAM Education Trust you are asked to reflect the TEAM Education Values in all your activities and follow the seven Nolan principles of public life as these provide a framework for good and effective work in a public office. These are:

1. Selflessness

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

2. Integrity

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

3. Objectivity

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

4. Accountability

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

5. Openness

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

6. Honesty

Holders of public office should be truthful.

7. Leadership

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

Specifically, as Governor, Trustee or Member at TEAM Education Trust you must:

- Always work in the best interest of the school, its pupils, parents and staff, and the Trust as a whole
- Familiarise yourself with safeguarding procedures and policies and always prioritise the safeguarding of children and young people, accepting that safeguarding is always everyone's business.
- Complete an application for a disclosure and barring service (DBS) check within three weeks of your appointment / election.
- Uphold the TEAM Education Trust values and be an ambassador for the school in all aspects of public and personal life, including social media.
- Attending all meetings other than in exceptional circumstances, and when unable to attend, send apologies explaining these circumstances to the clerk or chair.
- Prepare for meetings by reading meeting paperwork and considering any questions that arise.
- Engage in meetings by contributing appropriately and asking questions where relevant, always treating others with respect.
- Take responsibility for your own development, undertaking relevant e-learning and face to face training as requested.
- Follow school policies in all interactions with the school.
- Be diligent and transparent in declaring personal interests, and not use any information gained in the role for personal gain.
- Keep the information received through meetings and your role as governor confidential.
- Act as an ambassador representing the Trust.

8. Publication of your details

Schools which are part of a multi-academy trust are required to share information about their Governors, Members, and Trustees with the DfE. Schools must publish the names of their Governors on their websites, and the Trust must publish the names of their Trustees and Members on their Trust website. This ensures a transparent approach, and everyone knows who is responsible for making decisions. The information will be encrypted and held securely by the DfE.

Your information will be published in the following places:

[Get Information About Schools](#) will show:

- your name
- when you started your term of office
- when you will finish your term of office

The school website will show:

- your name
- how you became a governor
- your declarations of interest

- when you started your term of office
- how many meetings you have attended.

The Trust website will show:

- your name
- how you became a Trustee / Member
- your declarations of interest
- when you started your term of office
- how many meetings you have attended.

9. Disclosure and Barring Service (DBS) Checks

All Governors, Trustees and Members need an enhanced DBS certificate, which is provided through the school/trust. The school/trust will help you apply for a DBS certificate and check your identification documents for you. You must make the application for a check within three weeks of the date you join the Trust/school. Failure to do so is likely to result in your removal from the Trust/school.

The DBS check tells us about any unspent convictions and conditional cautions, plus any information held by local police that is relevant to your role. The trust will also carry out a “section 128” check. This refers to section 128 of the Education and Skills Act and checks that you have not been banned from managing a school or other educational institution.

DBS certificates from roles outside our Trust.

10. Declarations of interests

Governors, Trustees, and Members must declare any “interests” they have that might affect their ability to act in the best interests of the school, trust, and its pupils. Telling the Trust about any outside interests helps us manage any potential conflicts of interest.

Interests can include:

- Businesses you own or receive financial benefit from, especially when these businesses are providing services or goods to the school.
- Relationships, such as family, friends, or partners - this could be a relationship with a staff member at a school or trust or in a business that supplies services to the school or trust.
- Any other governance roles you have, such as being a Trustee or Governor at another school or trust.

You need to record your declaration of interest on your GovernorHub profile and update this each year. If you do not have anything specific to tell us about, you can write “No interests to declare.” If your interests change during the course of the academic year, you must remember to update these on the Governor Hub and let the Governance Administrator (GA) know so that any new or different information can be added to the school’s website.

You should also tell the Chair at the start of the meeting if you have a potential conflict of interest with any item on the meeting agenda. You must not participate in any discussions where you have a personal interest and cannot vote on these issues. The chair will ask you to leave the room during these conversations.

11. Keeping Children Safe in Education and safeguarding

“Keeping Children Safe in Education” (KCSIE) is a key document for all those who work in education. It is updated annually. It outlines statutory guidance on safeguarding children and carrying out safe recruitment.

We ask all Governors, Trustees, and Members to read Parts 1 and 2 of this document on an annual basis, and then record on their Governor Hub profile that they have read it. Reading KCSIE will help you carry out your duty to safeguard children and promote their welfare.

The Trust also has Safeguarding Leads, who work with staff and have lead responsibilities around safeguarding, to help them understand their role and responsibilities. Each school also has a Designated Safeguarding Lead who is a senior member of staff and takes responsibility for safeguarding and child protection issues.

12. Data Protection and confidentiality

As a data controller the trust has statutory responsibilities to protect the personal data it processes, under the Data Protection Act and the UK GDPR (General Data Protection Regulation). This legislation guides how organisations collect, manage, and process personal information.

Governors, Trustees, and Members need to complete the Trust delivered Data Protection training session as part of our in-house training program.

As part of your role, you will see information about the school and trust, its pupils, and its finances. You will learn a lot about the Trust operations, sometimes before this information is made public or shared with staff. All this information should be treated as confidential and should not be shared with anyone.

You should keep all the material you receive from the school or the Trust secure, ideally accessing it only via the Governor Hub.

If you spot something in your meeting papers that you think breaches GDPR (perhaps a document that contains personal information about a pupil or a staff member), or if you’ve caused a breach yourself (for example by losing a document that you’ve printed that contained sensitive personal data, or by someone else accessing your emails) you must tell the GA immediately so they can address it.

13. Prevent duty

As a Governor, Trustee, or Member you will need to fulfil the Prevent duty under the Counterterrorism and Security Act. This means you have a role to play in protecting vulnerable children and young people from the risk of radicalisation and extremism, as part of your safeguarding duties.

You should have a general understanding of the risks of radicalisation and extremism, how to identify children who might be vulnerable to this, and how to support them. You can learn about the Prevent duty by completing the following module from the DfE here: <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>

14. Cybersecurity

14.1 What is cyber security?

Cyber security is how individuals and organisations reduce the risk of cyber attack. Its core function is to protect the **devices** we all use and the **services** we access - both online and at work - from theft or damage. It is also about protecting the vast amounts of data we access from cyber attacks or compromise, which could disrupt businesses and cause financial loss or reputational damage.

As a Board Member, it is important to view cyber security **strategically**. Cyber security is crucial to safeguarding your operational resilience to ensure that your business can continue to function during an incident. When it is done well, cyber security can be an *enabler* of positive change within your organisation, rather than simply being the reaction to a breach. For example, organisations with a **pro-active** approach to cyber security were able to quickly pivot to adapt to the challenge of providing [secure homeworking in response to the COVID-19 pandemic](#).

Cyber security and cyber resilience both have an equal part to play in reducing the cyber risk to organisations:

- **cyber security** focuses on preventing hackers penetrating your IT systems¹
- **cyber resilience** is the ability of an organisation to protect itself from, detect, respond to, and recover from a cyber attack

Taking a methodical and proactive approach to cyber security and putting in place basic safeguards can **greatly** reduce the risk to your organisation.

14.2 Your responsibility as a board member

The Board is responsible for ensuring that risks to delivering the strategy are identified, evaluated, and mitigated in line with the business risk appetite. This includes:

- understanding the risk that *cyber* incidents present to delivery of the business strategy
- ensuring that the business has adequate cyber resilience to prevent, detect and respond to cyber attacks

Board members **do not** need to be technical experts, but you do need to **know enough** about cyber security to have constructive discussions with key staff, so you can be confident that cyber risk is being appropriately managed. The Cybersecurity Trustee is Ian Lowe, Chair of Trustees.

Encouragingly, the [2023 Cyber Breaches Survey](#) notes that cyber security is rightly seen as high priority for directors, trustees and other senior managers. However, it also notes that *"There is a lack of understanding of what constitutes effective cyber risk management, which is compounded by a lack of expertise and perceived complexity of cyber security matters at board level"*.

15. Attending meetings

15.1 Before the meeting

Papers for the meeting will be published on the Governor Hub at least 2 weeks before the meeting for Trustees and Members and a week before the meeting for Governors. You will receive an email notification when they are ready for you. These papers provide background information and important updates on how the school/trust is performing.

You should read the papers before the meeting and note any questions or contributions you would like to make. You can either raise these questions during the meeting or email them to the GA beforehand if Chair of the school for Local Governor meetings or Trustee or Member.

If you have recently carried out a school visit, worked on an action from a previous meeting, or have an issue to raise related to your role, you should think about what you would like to say and share at the meeting.

If you have another urgent commitment on the day of the meeting and will not be able to attend, you should send your apologies, with an explanation, to your Chair and GA. You should still read the meeting papers and pass on any questions or ideas you would like to raise.

Committee meetings may be held virtually, and some meetings will require you to attend in person. If you are unable to attend a meeting in person, it may be possible for you to attend virtually. This depends on the equipment available in the meeting room, so let your GA and Chair know as soon as possible if you anticipate any difficulties with your attendance.

Where meetings are to be held virtually, instructions on how to access these meetings will be circulated on Governor Hub before the meeting, and the GA can help you test your ability to attend virtually.

15.2 At the meeting

You will need to access your papers during the meeting via a laptop, tablet, or smartphone, or print them yourself.

Where the meeting is taking place in person, try to arrive at the school 15 minutes before the meeting starts so you can get settled in and meet everyone. If the meeting is virtual, please arrive 5 minutes before the start of the meeting. You will be greeted by school staff and may need to sign in and have your photograph taken for an ID sticker. There is no official dress code for attending meetings.

In addition, the meeting may also be attended by a small number of school or trust staff to provide insights and support for agenda items.

The meeting will start with housekeeping items, such as checking who has sent their apologies and asking if people have any new declarations of interests to make.

Some agenda items will include presentations from school or Trust staff. The chair will tell you whether you should ask questions during the presentation or hold your questions until the presenter has finished.

It is important that you speak up during meetings to share your opinions on the decisions being made and ask any questions that you have; it is also important that you let others speak up too. You should encourage other governors to share their thoughts and show each other respect when talking.

The agenda will show you the items that need to be discussed and the decisions that need to be made during the meeting.

If the agenda says you need:	Then it means:
For INFORMATION	You need to confirm that you have read and understood the information provided to you. This usually refers to documents like Trust policies, so you do not need to suggest changes or additions.
To APPROVE... To CONSIDER and APPROVE.	You should read any documents before the meeting, raise any questions you have, and confirm that you approve it. These items might be proposals to spend funds in a certain way, start a new intervention within the school, or adopt a policy.
To DISCUSS...	You will have the chance to discuss these items in detail, making any suggestions using information from your governor's visits or external experiences, and give suggestions on future actions to the school's leaders.
To REVIEW...	You need to read a document or spreadsheet in detail, so you are up to date on any developments, changes, or variances. This can include financial monitoring reports, or the school's risk register.
To EVALUATE...	You should consider the work done on this issue so far, as documented in the meeting papers and verbal updates, and offer any support, guidance, or recommendations. You can consider whether progress so far on this issue has been quick enough, or whether further action is required to get the work back on track.

15.3 After the meeting

Minutes will be published on Governor Hub within two weeks after the meeting. Minutes are the official record of what was discussed and agreed at the meeting. The minutes also include an action log, which lists all the actions people agreed to carry out following the meeting. You should check the action log and minutes to remind yourself of any tasks you need to carry out. If you disagree with anything that has been recorded in the minutes, you should pass this feedback on to the Chair for them to check.

15.4. Expenses

The Trust has developed our approach to expenses for Members, Trustees and Governors in accordance with [Education \(Governors Allowances\) Regulations 2013](#). These regulations give governing bodies the discretion to pay allowances from the Trusts annual budget allocation to Governors for certain allowances which they incur in carrying

out their duties.

The Trust Board believes that paying Governors' allowance, in specific categories as set out below, is important in ensuring equality of opportunity to serve as a Governor for all members of the community and so is an appropriate use of Trust Funds. The specific items allowable reflect this objective.

All Governors, Members and Trustees (including associate members) of the Trust will be entitled to claim the actual expenditure incurred in carrying out their duties as a "Representative" of the Trust.

Claims can be made for the following:

- Telephone charges.
- Photocopying costs
- Stationery and postage
- Travel, Mileage, and subsistence expenses, payable at the specified rate for Trust personnel, associated with attending meetings or training events/courses, unless these costs can be claimed by any other sources.

The Trust Board acknowledges that:

- Governors, Members and Trustees and/or Governors may not be paid attendance allowance.
- Governors may not be reimbursed for loss of earnings.

All expenses and mileage claim forms should be submitted using the relevant expenses and mileage claim form and attaching receipts (VAT receipts where applicable) within 14 days of the date when the expenses were incurred. The claim will be submitted for approval of the Chief Finance Officer (CFO).

Expense claim forms will be subject to independent audit and investigated by the CEO if they appear excessive or inconsistent.

Section 2 – Governors

16. Setting the scene across our governance structure at TEAM

TEAM Education Trust is governed by a Trust Board.

<https://www.teameducation.org/governance-trustees> The Trust Board is made up of experienced professionals who make decisions about the Trust's strategic direction.

The Trust Board has strategic oversight of:

- The financial performance of our academies and our Trust
- The educational outcomes of our academies
- New schools applying to join the Trust.
- The future ambitions and goals of our Trust

The Trust Board has 3 committees that handle more detailed discussions:

- Strategy, Audit, Finance and Risk Committee
- Curriculum, Pupil and People Committee
- Premise and Sustainability Committee

The Trust Board makes decisions about policies and initiatives that affect all the settings within our Trust. However, one of the key principles applied by the Trust is to ensure that local decisions are made locally, where this is in the best interest of our academies, their pupils, and their communities.

Governors are dedicated to a single school and the community that it serves. Because of this they get to know their school in a way that the Trust Board can never do and serve as a local sounding board and decision-making body.

Our governors support and challenge their school leaders in the traditional way that all governors do but, by spending less time on policies and paperwork, they can spend more time understanding the specific needs of their school and the community it serves and adapting their activities accordingly. The GA within the Trust supports them in doing this effectively.

16.1 Chairs & Vice Chairs at Governor and Trustee level

The Chair of Governors are appointed at the Trust Board of every academic year.

To ensure the Board/Committee, they chair conducts its business and meets the duties outlined in the delegation scheme.

Our Chairs are supported by the Vice Chairs who will deputise for the Chair as needed and they will work closely together around all areas of governance. They are also supported by the appointed clerk, who will provide coordination of the board's business to ensure that agendas are planned, and reports received and circulated at least 7 working days prior to the next scheduled meeting. The clerk will also liaise with the CEO or Principal(s) and the link governors to ensure that any reports are submitted on time to ensure the board can be exercise informed, provide scrutiny and challenge.

The Chair of Trustees and Governing Bodies is a key strategic leadership role in TEAM Education Trust and is relative to the Trust Board and individual schools.

Appendix A: Chair, Role Description

In addition to their function as a Member/Trustee/Governor, there are specific skills and qualities required of a Chair.

This role descriptor should be read in conjunction with the [Department of Education - Governance Handbook](#) and the expectations outlines in the [Governance Competency Framework](#).

A Chair is responsible for regularly liaising with the Chief Executive and/or the principal(s) to ensure the Board/Committee they chair conducts its business and meets the duties outlined to it in the scheme of delegation.

The chair is supported by the appointed clerk, who will provide coordination of the board's business to ensure that agendas are planned, and reports received and circulated at least 7 working days prior to the next scheduled meeting. The clerk will also liaise with the CEO or Principal(s) and the link governors to ensure that any reports are submitted on time to ensure the board can exercise informed scrutiny and challenge.

Chair is a key strategic leadership role in TEAM Education Trust and is relative to the Trust Board and individual schools.

The duties of a Chair include to:

- Promote and maintain high standards of inclusion and achievement.
- Provide oversight of performance in a range of areas
- Lead effective governance.
- Establish and maintain relationships.
- Modelling accountability and integrity
- Adapting the focus and approach based on the tier of governance.
- Expectation at least two visits a year to the Trust for members and Trustees and attending meetings. The visits should be to an attached school for a Trustee, a Trust event or meeting/tour of schools with the CEO. Have regular meetings with the CEO.
- Oversee aspects relating to the risks affecting the school – report any risks to the CEO within 24 – 48 hours.

Whilst being a first amongst peers with a remit and responsibility to provide leadership and enable team working, the chair has no individual power. The Board is a corporate entity and its power and authority rests with the whole.

All our Chairs have Vice Chairs who can deputise as required. The Committee Chairs are advised to be different to the main Chair so the Chair can support in their absence.

Please can all resignations be addressed to the CEO and CC into the Chair of Governors/Chair of Trust, as the response will be sent centrally.

Please note all reference requests should be forwarded to the CEO or DCEO or hr@teameducation.org and we will respond.

All Governors will receive an exit interview (standard format) with the GA.

16.2 Local Governing Body Governor & Signing responsibilities.

Whilst the Department of Education uses the term “Local Governing Board” for individual school governance boards, TEAM Education Trust uses the term “Local Governing Body.”

A Local Governing Body (LGB) Governor carries out the duties usually done by a Governor of a maintained school, and the board make-up reflects the diversity of the school's community and promotes inclusivity. As per the Articles, there may be no fewer than 1 parent governor on a LGB at any one time. The Chair of LGB will be appointed by the Board. The TEAM Education Trust Scheme of Delegation outlines the duties delegated by description in the appendices of this handbook.

The Chair of Governors has responsibilities to sign off under the following headings.

- Admissions : Appeals panels/ admissions code/ arrangements document
- Governance: LGB minutes, policy approval, appropriate info and docs published on website.
- With Principals look at Parents and community complaints involving the Trust Communication lead.
- Health & Safety, H&S minutes, (Attendance at Health & Safety Committees) The CEO will attend the first meeting of the year.
- Pupil wellbeing: code of conduct, designated LAC teacher and training records, Equality objectives.
- Safeguarding: Safeguarding governor, appoint DSL (Designated Safeguarding Lead), allegations against staff procedures, ensure SCR compliance.
- SEND: SEN information report and accessibility plan.
- Staff: Ensure 2 people have had safer recruitment training.

16.3 The role of a Governor

The DfE says in its Academy Trust Governance Guide that in trusts, the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

You will be talking about the `experiences` of the children, staff, families and wider community have with their relationship with the school how the school is performing today, as well as thinking about the future and how the school can improve, to offer the best possible education and experience to its students.

Your key responsibilities relate to values, relationships, strategy, and performance. Our Governors oversee these areas and support the school to do its best in these areas, which helps our students achieve their potential and creates a strong community.

Your role is to:

- Uphold the TEAM Education Trust Values and ensure that these are embedded throughout the school.
- Ensure that the school promotes equality and diversity for all pupils, staff, and stakeholders.
- Behave in an honest and open way and follow the code of conduct.
- Ensure the safety and well-being of pupils and staff.

16.4 Persons unable to serve in a governance role.

In accordance with the Charities Act 2011 and the articles of association of the MAT (Multi Academy Trusts), an individual is unable to serve as a Member, Trustee or LGB Governor if:

- You are under the age of 18.
- You are appointed to the role of clerk.
- You have an unspent conviction involving dishonesty or deception.
- You have been discharged bankrupt or have a composition or arrangement with or granted a trust deed for your creditors that has not been discharged.
- You have been disqualified by an Order made under section 429 (b) of the Insolvency Act 1986.
- You have been removed from the Office of Governor by an Order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement, or section 7 of the Law Reforms (Miscellaneous Provisions) (Scotland) Act 1990
- You meet the criteria for barring individuals from working with children and vulnerable adults as defined in S3 and Schedule 3 parts 1 and 3 of the [Safeguarding Vulnerable Groups Act 2006](#).
- Conflicts of interest affect 'gain' of school.

Anyone involved in a governance role for the MAT will be subject to a Disclosure and Baring Scheme ([DBS](#)) check.

16.5 Relationships

Your role is to:

- Build and maintain good relationships with the school, the Trust, the Principal, staff, pupils, and stakeholder groups.
- Promote links with the school's community at every opportunity.
- Work with Central Trust staff to ensure the school is well supported and promote positive relationships across the Trust.
- Attend and support school events where possible.

16.6 Strategy and performance

Your role is to:

- Ensure your school's strategy is clear, and ambitious for your pupils, and in line with the Trust's strategic plan.
- Monitor targets for your school around Trust improvement and finances.
- Remain informed about curriculum development and how pupils are achieving.
- Make sure that the school is best able to achieve its objectives over the long term.
- Hold the Principal to account for the management of the school.

You will carry out your responsibilities by:

- Taking part in meetings, committee meetings, and other meetings and development sessions. This includes preparing for meetings and completing any follow-up action.
- Completing any recommended induction and training activities.
- Challenging school leaders by asking them questions about their operational plans.

- Carrying out any work delegated to you.
- Visiting the school, in line with the Trust expectations, and building a good relationship with the principal and other senior leaders.
- Working cooperatively with other governors to deliver the schools strategic objectives.
- Where appropriate, participating in convened panels to make or review key decisions around staffing, pupil exclusions and parental complaints.

16.7 Being a panel member.

Governors can be asked to form panels to handle a particular issue. These issues can include:

- Complaints
- Permanent exclusion or suspension of pupils
- Staffing processes such as disciplinary, attendance or grievance hearings

The GA will tell you when a panel is required and ask for volunteers to sit on it. A panel usually needs two or three governors, and on some occasions one panel member may be drawn from the Trust's Senior Leadership Team (SLT).

You do not need any qualifications or experience to sit on a panel, but training is available to support you in this role. There are some circumstances where you will not be able to be a panel member. These include:

- In general, staff governors will be discounted from sitting on a panel for the school at which they are based. This is because a staff governors' perspective could be viewed as biased given, they would often be asked to make a judgement on a decision taken by their line manager. Staff governors from other schools may be considered as panel members case-by-case only if their connection to the school can be judged to be sufficiently removed to be impartial.
- If you have been involved in an earlier stage of the process

Panels are usually asked to consider whether the correct policies and procedures have been followed when the school was dealing with a particular issue or event. The panel itself is a formal meeting, where the panel members hear evidence from both the school and the person making the complaint or who is the subject of the exclusion or suspension, or HR process.

Depending on the type of panel, you will be supported and advised by a member of the Governance or Human Resources Teams.

Appendix B: Governor Role Description

The TEAM Education Trust values the experience and skills of its Local Governing Body Governors. It recognises the contribution that Governors make to the success of the Trust and its member schools/academies, and it wants its governors to feel that the job they do is rewarding and satisfying.

This role descriptor should be read in conjunction with the [Department of Education - Governance Handbook](#) and the expectations outlines in the [Governance Competency Framework](#).

Duties of a Governor:

The role of the Governor is a non-executive one, and Governors are required to be as flexible as possible in exercising of their responsibilities and duties, ensuring that their oversight of the school does not interfere with the day-to-day management, which is the responsibility of the principal(s) and the Executive Leadership Team.

The primary responsibilities of Governors are to:

- Play an active role in the high-level strategic planning process of the school by contributing to:
 - The development of the mission, vision, and educational character.
 - The development of strategic priorities.
 - The setting of measurable targets to support the development and budget.
 - The monitoring of achievement against objectives.
 - The development of plans to address weakness.
- Ensure the school has a robust School Improvement Plan (SIP) and Self Evaluation form/document (SEF) and engages with quality assurance provided by the school, TEAM, and updates both documents accordingly.
- Comply with the Articles of Association, Financial Handbook, Governors Code of Conduct and any other related governance policies and procedures.
- Contribute to the business of the Local Governing Body in an effective, efficient, open, and transparent manner.
- Attend Local Governing Body meetings, governor training and induction events as required.
- Get to know the school/Trust through discussions with the Executive Leadership Team, Chair of the Trust/Governing Body, and staff, reading relevant papers, visiting the Academies, and participating in events.
- Help new Governors understand their role.
- Act in the best interests of the school.

Governors have a collective responsibility for the above, but no Governor has the authority to speak or act on the Governing Bodies' behalf unless specifically delegated to do so. Governors must always be free to speak and act in what they believe are the best interests of the school, in line with the Code of Conduct. They cannot be mandated by any group to express its views.

Governors Person Specification:

Governors are responsible for monitoring the operational changes made by the principal, however this is done at a strategic level in line with their duties and responsibilities and not at an operational level.

In seeking to fill any vacancy, the Local Governing Body endeavours to maintain a balance of skills and experience amongst its membership. The following general person specification

outlines the skills that are required. Certain categories of Governors, e.g., Link role, may require additional skills.

Key skills include:

- Commitment to education
- Interpersonal skills and the ability to work as part of a team.
- Communication skills and the ability to influence.
- Planning and Organisational skills
- Determination and Drive
- Strategic Perspective
- Intellectual and technical ability
- Leadership
- Experience
- Circumstances
- Equal Opportunities/Investor in People

Website compliance and consistency:

- Please ensure websites are monitored and that advice is taken on board alongside your Principals and GA.
- LGB representative needs to be assigned to report back to the Board on website compliance. **See Appendix X.**

LGB Committee Responsibilities:

Three committees are advised by the Trust these are.

1. Strategy, Audit, Finance & Risk
2. Curriculum, Personnel & Pupils.
3. Premise and Sustainability

The templates for roles, responsibilities and delegations are attached as **Appendix E a) b) and c).**

Wider LGB areas of responsibility and networking opportunities across TEAM, LGB Members visits to School site:

- Attend school events (at least once)
- Undertake monitoring activities in line with their responsibilities (3 x a year)
- Attend parent evening events (at least once)

LGB Café – Opportunities to Network across the Trust:

The principals have kindly offered to host the following events in 2024-25:

Date	Venue	Time
10 September 2024	SWS&N	4pm
21 January 2025	WTPS	4pm
24 February 2025	MVPS	4pm
24 June 2025	HPS	4pm

LGB Chair/CEO Online Meetings Terms 1, 3 and 5:

- Opportunities to share information and reflect about their schools alongside understanding the Trust changes and developments and strengthen relationships.
- Network opportunities – providing a safe space. (**See example Appendix O for Agenda**)
- The below meetings have been put in for three times over the year. If the Chair is unable to attend, please ensure the Vice Chair attends in your place.
- Opportunity for Chair of Trustees to attend and lead agenda items critical to Trust Board.

Dates
18 September 2024
15 January 2025
30 April 2025

LGB Vacancies:

- It is important that Governor vacancies are shared with the Trust and support can be sought with advertising (**See example Appendix P**)

Governor Hub:

- It is critical all LGB Members utilise Governor Hub. A support guide can be found in **Appendix Q**.

Preparing for Inspection:

- Please carefully read **Appendix R** which is a section of the principal's handbook. It will support our Principals and Central Team colleagues working effectively with your school during an inspection.
- Calls can come from:
 - Department for Education (DfE)
 - Health & Safety Executive (HSE)
 - Education Skills Funding Agency (ESFA)
 - Additionally included to support art some potential LGB Ofsted questions. (**Appendix S**)

LGB Reviews:

- Our LGB Chairs with Principals hold an action around Governance, and this is reviewed by an external professional on the **22 January 2025**. The review is circulated for Trustees to hold LGB'S accountable for own development.
- The LGB action plan should be a standard agenda item for Chairs at full Board Meetings.
- The LGB Chair and Principal should review end of each form and it should be sent to the CEO by Thursday on Terms 1,3 and 6

LGB Review dates Meeting with CEO
15 & 16 October 2024
9 & 10 January 2025
3 June 2025

17. Types of governors

- Parent governors, elected by the parent/carer community at your school.
- Staff governors, elected by the staff community at your school.
- Community governors to be representative of the local community, provide insight into local partnership links, or bring a particular skill set.

Staff governors and parent governors are representative voices from the staff and parental communities. This is different from being elected as a representative of the parents or staff, and parent and staff governors will vote on decisions, where needed, based on their own views - not the collective views of the staff or parents. Parent governors need to ensure they always think about how decisions affect the whole school community, not just their own child/children.

17.1 Link Governor

17.1.1 What is a link governor?

A link governor develops an area of 'special interest' in a particular area of the school. They ensure that the systems are in place at the school to address important responsibilities and requirements in their link area, reporting back to the Local Governing Body (LGB) on the strengths and areas for development they observe.

17.1.2 Why do we have link governors?

It is important that the LGB understands its school, staff, and pupils. Link governors create specific links between the LGB and specific parts of the school, helping other governors to understand key issues. They also support the school in ensuring that its policies, procedures, and systems are as good as they can be.

17.1.3 What do link governors do?

Link governors do a range of things, including visiting the school, having discussions with staff, pupils and (where appropriate) parents, and analysing data.

As with all governor appointments, the link governor role is strategic, not operational. For example, a link governor would meet with the school lead for their link area and ask questions about the operational systems in place. They should not carry out an audit or try to change the system themselves.

17.1.4 What kinds of areas are link governors linked to?

At local governing body level, there are a range of link governor roles. Link governors are responsible for planning with the principal(s) and other key staff within their school to focus on a specified area of business. Link governor roles may focus on the following, though each local Governing Body has the option to use additional link roles if their work programme would benefit:

- Education & Achievement Link Governor
- Safeguarding & LAC Link Governor
- SEND, Vulnerable Groups & Inclusion Link Governor
- GDPR & Data Protection Link Governor

- Wellbeing & Pupil Premium
- Community & Business Links Link Governor

See appendix H for Link Governor description.

17.1.5 How do I become a link governor?

The LGB should discuss the link governors they should have. This will reflect the strategic plans for the LGB and the school.

Once the link governor roles are decided in the preparation meeting at the start of the academic year led by the Chair of LGB and GA, governors will be asked to nominate themselves for the roles. Other governors may even recommend you for a particular link governor role based on your experience or the quality of your contributions during meetings.

You do not need to be an expert on the link governor area before you are appointed - what is most important is that you are committed to learning more and sharing what you learn with the LGB.

Link governor roles are not permanent. Link governor assignments will be reviewed and Re-assigned regularly by your LGB to ensure the right person is in the role and the right areas are being monitored in line with changes to your LGB and school's strategic priorities.

Staff governors should not take on a link governor role connected to their job at the school or college. This makes sure you are still receiving appropriate external challenge and support and avoids you "marking your own work."

If you take on a link role connected with your work outside the LGB, remember to stay strategic and not get operationally involved.

17.1.6 Link governor role description

This role description outlines the general responsibilities of any link governor. The Governance Team can help you adapt this to reflect the responsibilities of your link governor role.

A link governor should:

Develop their knowledge of the school and the Trust, by:

- Completing any training or e-learning relevant to the link area
- Scheduling visit dates with the principal and operational lead normally on a termly basis (N.B. Some of those meetings can take place virtually).
- Considering how the TEAM Education values are demonstrated in the school and the linked to the area.
- Engaging with the network group for link governors in the relevant area across all schools in the Trust.

Develop their knowledge of the requirements, policies, and procedures of the link area by:

- Developing a working relationship with the lead at the school
- Building knowledge and understanding of any relevant statutory guidance
- Building knowledge and understanding of the school's policies and procedures in the relevant area and ensure these comply with best practice.
- Keeping up to date on issues relevant to the link area and sourcing information as needed.

Monitor their link area by:

- Checking that a member of the school staff has been appointed lead for the link area and that the role is reflected in their job description.
- Checking that arrangements are in place to cover the work of the lead when they are absent from work.
- Checking that any other appointments relevant to the link area have been made.
- Checking that any statutory guidance and school and Trust policies are being followed, including making sure that systems are in place to deliver the terms of the guidance/policy and that these are working well.
- Talking to pupils and staff formally (e.g., via arranged visits) and informally (e.g., when attending school functions) about their views on the relevant area.

Lead on governance for their link area by:

- Liaising with the chair, Principal and GA to ensure that a review of relevant policies is scheduled.
- Completing a record of visits after each formal visit to the school and ensuring that this is presented at the next LGB meeting.
- Sharing important information gathered via informal contact such as attendance at school events.
- Ensuring that the outcomes of any important pieces of work in the relevant area (e.g., audit findings) are shared with the LGB.

Monitor training for school staff and governors by:

- Checking that the lead has received appropriate training at the right time/interval.
- Checking that training is in place for any other staff appointed to key roles in the related area and that this is being delivered.
- Ensuring that governors receive training in the relevant areas where appropriate.

18. Clerk of Governors

There are appointed professional clerks for TEAM Education Trust Board and the Local Governing Bodies. The clerks liaise with the GA, Chair, CEO and Principal(s) to ensure the Trust Strategic Business Plan (5-year plan) and Calendar are covered by agendas and run appropriately across the year.

All Board meetings and Committees have standardised template agendas (**Appendix J a-e**) which are provided by the Clerk.

- a – LGB Preparation Meeting with CEO and GA
- b – LGB Full Board
- c – LGB Committee - Curriculum, Personal, Pupil and Progress
- d – LGB Committee - Strategy, Audit, Finance, and Risk
- e – LGB Committee – Premise and Sustainability

(Note the agendas themselves may be subject to change)

The Trust has adopted a principal's reporting template to the Board (**Appendix K**) which will be expected to be used at each full governing body meeting.

The first full meeting of the year should elect the Chair and the roles and responsibilities of members, and associated membership of committees. This is then submitted to the GA before the end of September.

Also, at the meeting the training requirements are shared around Safeguarding, GDPR and all declarations are made in full.

These items are on the agenda.

The GA will attend the first meeting of the year, or a separate meeting will be arranged so the GA can go through various training, declarations, link governor roles and responsibilities.

It is the responsibility of the GA to circulate the skills audits and declaration reminders prior to the September Full Meetings. These then need to be collated at that meeting. This information about Chairs/Vice Chairs/Roles and Responsibilities and Committees is then submitted to the Clerk and GA before the end of September. This is followed up to ensure completion in a timely manner.

The CEO requests that Principals produce a 'Principals report' for full Governor meetings and a copy is circulated by the GA to the LGB Chair of Governors and the CEO **at least 2 weeks prior** to the meeting through Governor Hub (**Appendix L**). Then the report is agreed for upload, circulation for all Governors by the GA 7 full days prior to the meeting.

The yearly Governance cycle can be seen in **Appendix T** and demonstrates the inter-relationships between the formalised meetings and wider Trust Governance meetings between the CEO/Chairs and Trust Board.

The Clerk works closely with the GA, LGB Chairs and Principals to review the agendas and shares questions to further explore high priority areas on the Trust and/or School Improvement Plan. This is to take place at least 2 weeks prior to the meetings.

19. Governor development

We do not expect our governors to be experts when they are appointed or elected. We know that there is lots to learn, so we have a list of required and recommended training you will need to complete to make sure you understand your responsibilities and can do a good job of being a governor.

During the first academic term after you have been appointed, you are required to complete the following training:

- Attend a "New Governor Induction" session run by the Trust (to be completed in your first two academic terms)
- Prevent training from the DfE.
- <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/>
- The Trust delivered Data Protection training.

- The Safeguarding training course is run by the Trust. Governors must complete a safeguarding training refresher course once every 3 years.
- Watch the National Cyber Security Centre's video and download the certificate of completion by clicking on the link in the text directly below the video - you may need to click on the 'SHOW MORE' option first. The link to the video on YouTube is here: <https://www.youtube.com/watch?v=pP2VKWSagE0>

And over the course of your first year, we also ask that you complete the following to become a well-rounded and capable governor:

The following NGA (National Governance Association) Learning Link modules:

- Working together: Building the team and improving the organisation
- Effectiveness: Governance making an impact, changing lives

There is also a programme of face-to-face governor training delivered across the trust at the back of this handbook.

19.1. Getting to know your school's community

Getting to know the community of students, their parents, and local stakeholders is helpful in guiding the schools or trust decisions and making sure they are meeting their needs.

You should not have individual contact with parents or stakeholders in your capacity about school or Trust matters, such as through emails to your personal email address. This keeps you and them safe, and ensures any issues are handled through the right channels and processes.

If you receive a complaint or hear about anything that concerns you, you should encourage that person to use the Trust's complaints policy. The first step is to contact the relevant member of staff or the principal. You may also pass on any safeguarding concerns you hear of to the Designated Safeguarding Lead.

There are lots of ways for you to meet students, staff, and parents, including:

- Parent-teacher evenings
- Events such as Christmas shows, musical performances.
- Careers fairs
- Coffee mornings with parents and carers
- Governor visits
- Celebration assemblies and prize giving events
- Business & Community Events
- Apple Awards

Your principal will share details of social and informal events with you throughout the year. We encourage Governors, Trustees, and Members to attend these if they can, as you can gain valuable insights into your local community through talking to parents, carers, and stakeholders.

It is also important for parents and carers to meet you and understand who is governing their school and the trust.

19.2 Visiting your school.

Governors use a variety of information to form their opinion on school or college performance and overall school life and hold the leadership to account. This includes performance data and written information, updates from school leaders and members of the Central Team at your meetings, and your own insights from visits.

This approach helps you “triangulate” information so you can:

- Form a full and in-depth understanding of what is happening.
- Get assurances that the data and updates you are receiving are accurate.
- Understand what stakeholders such as your pupils and their parents/carers are thinking.

Visits are a way to build positive relationships with staff and demonstrate commitment to the school.

All visits should have a clear purpose, such as looking at an area of school life that the governing body wants more information about, monitoring how a particular policy is being implemented in the school, or gathering information to support you in your link governor role.

19.2.1 How often should I visit?

We recommend that all governors carry out at least two visits per year, and no more than one per term. If you are a link governor, we recommend that you visit once per term to meet with your link operational lead. Consider arranging all your visits at the start of the year - this gives you the chance to agree a year-long plan with your school’s Principal and operational leads, to improve and monitor processes and systems in your link area.

19.2.2 Setting the date.

It is important that you set a date that works for you and the school, so you should agree all visit dates and times with the principal. It is also good to agree how long you will spend at the school, so that staff can plan their day. Make sure you tell the Chair of Governors and Trust GA about your plans too.

The principal can put you in touch with the right staff member or operational lead responsible for the area that you are linked to. This could include members of the senior leadership team, phase leaders or teachers, and support staff. You should schedule your visit to ensure that this person is available to support you.

19.2.3 Preparing for your visit.

Agree a plan for your visit with the principal and relevant staff members in advance. This should include the focus of the visit, the things you will do and see while you are there, the people you will speak to and, importantly, define the things that you want to achieve from the visit. Talking about and agreeing to these things in advance will allow everyone to prepare for your visit and make sure that you are able to do the things you need to do and see the people you need to see.

This plan will give you the opportunity to deal with any practical questions in advance, think about the visit from a practical point of view and agree arrangements with the operational lead. This might include who will meet you when you arrive at the school, what you should wear, mobile phone protocols, how you should address staff and how

pupils should address you.

19.2.4 What to do on the day.

When you arrive, you should report to reception and sign in.

Make sure that you stick to the visit plan agreed with the principal before your arrival. There will be so much to see that it is easy to get sidetracked with things that you notice on the day. If you notice something you would like to explore further, note it, and make sure it is on the review plan for your next visit.

Remember that you are there in a supportive role to learn more about your school. It is important not to give the impression that you are carrying out an inspection, such as by carrying a clipboard with you. You should only enter a classroom or other space if this has been agreed as part of the visit.

Depending on your governor role, visits to classrooms while lessons are taking place can be a useful insight into school life. But you must remember that the purpose of such a visit is not to observe the teaching going on or make judgements about teaching quality.

19.2.5 Governor conduct and safeguarding tips

Always remember that you are representing the trust on your visit. You must adhere to the Trust's code of conduct.

It is important to remember safeguarding is the responsibility of all involved in a school. If you see anything that worries you on a visit, you must tell the Designated Safeguarding Lead straight away or as soon after your visit as possible.

19.2.6 What to do afterwards.

Make sure to keep a note of your findings from the visit as soon as possible, while it is fresh in your mind. You can use these notes to give feedback to your fellow governors at the next meeting and follow up on any important points or actions on your next visit.

We recommend that governors complete a written record of each visit they undertake using the form in Appendix M. Your written record should be shared with your Principal and your Chair and Trust GA who will share with the CEO, before being sent to the clerk for discussion at the next meeting. If you are unsure of what to write, we have included an example of a completed Link Governor Record of Visit Form in Appendix N for you.

19.2.7 Confidentiality in records of governor visits

Please remember visiting the school as a governor puts you in a privileged position regarding what you will learn. Any feedback comments that you wish to make should be directed to the principal. You should not name individual pupils and staff in your record of your visit.

19.2.8 Learning walks

A learning walk is a visit to the school and can be undertaken by any governor or group of governors for any pre-agreed reason. For instance, the governing board may wish to gain more of an understanding of a particular issue the school is facing or want to see

the outcomes of a particular project the school has been undertaking.

Learning walks can be very useful, as, in addition to gaining an insight into the topic you are reviewing, they offer a chance to speak to members of staff and pupils, see the condition of the buildings and facilities, and get a sense of the environment of the school in a way that may not come through in the reports you see at meetings. It also lets you see some of the results of the hard work put into school life by staff and governors.

As with any visit you should write a record of a learning walk and submit it to the principal and chair, before sending it to the clerk for inclusion on the next agenda.

Section 3 – Members and Trustees

20. Who are the Members?

The Members are akin to the shareholders of a company. They have ultimate control over the Trust, with the ability to appoint the Trustees and the right to amend the Trust's article of association. Members meet at least twice a year to ensure that the Trust Board is responsible for how it manages and directs the Trust's work.

Appendix C: Member Role Description

The functions of the Members of the Trust include:

- Overseeing the achievement of the objectives of the company
- Taking part in annual and extraordinary general meetings
- Appointing some of the Governors
- Receive the company's financial accounts and annual report, observe sign off at Trust Board.
- Power to amend the Articles of the company and to remove the directors.

The liability of the members of the Trust is limited, as with any company limited guarantee, by the amount of the guarantee undertaken by the member (this is set at £10 in the model Articles of Association).

This role descriptor should be read in conjunction with the [Department of Education - Governance Handbook](#) and the expectations outlines in the [Governance Competency Framework](#).

Seven principles of public life: The Nolan Principles

All members are expected to adhere to the seven principles of public life, often referred to as 'The Nolan Principles.' **See Section 7 Code of Conduct for details of the principles.**

21. Who are the Trustees?

In all Multi Academy Trusts (MATs), the individuals appointed to challenge and scrutinise the strategic direction and the day to day running of the company led by the CEO have three names:

- They are **Directors** – because the MAT is a company.
- They are **Trustees** - because the MAT is a charity.
- They are **Governors** – because the MAT is responsible for running the school(s).

The documentation used to set up the Trust and the Department for Education guidance for Academies uses the three titles as above interchangeably, depending on the context. For the purposes of this document, henceforth this role will be called "Trustees".

Trustees are made up of a diverse range of individuals. The members will always appoint Trustees.

The Articles stipulate the number and types of Trustees which the Trust will have, which is up to 7.

The Trustees come together to form the Board of Trustees ('Trust Board'). The Chair of the Trust Board will always be a member of the Trust.

Within the MAT, each school has its own LGB. These have a similar status to committees of a maintained Governing Body, and their only powers are those delegated to them by the Board. This is formalised in the TEAM Education Trust Scheme of Delegation. [Policies & Statutory Information | Together Everyone Achieves More \(teameducation.org\)](#)

The ability to delegate additional responsibilities or remove responsibilities is not static and the level of delegation can be reviewed to meet changing circumstances. For example, if a school was judged by Ofsted to be 'Good' after previously being judged 'Inadequate,' it might be appropriate for the LGB to be given more delegated powers by the Board. It is common for them to be referred to as 'Governors,' although technically the Governors of a school Trust are the directors/trustees.

Appendix D: Trustee Role Description

The TEAM Education Trust is guided by the individual and collective contribution of the Board of Trustees. The work of the Board of Trustees is the driving force for the success of the Trust and its member schools/academies. Trustees should feel that the job they do is rewarding and satisfying.

This role descriptor should be read in conjunction with the [Department of Education - Governance Handbook](#) and the expectations outlines in the [Governance Competency Framework](#).

Duties of a Trustee:

The role of the Trustee is a non-executive one (unless referring to the CEO, (who is ex-officio Trustee) and Trustees are required to be as flexible as possible in exercising of their responsibilities and duties, ensuring that their oversight of the Trust does not interfere with the day-to-day management, which is the responsibility of the Executive Leadership Team.

All Trustees are expected to adhere to the seven principles of public life, often referred to as 'The Nolan Principles.' **See Section 7 Code of Conduct for details of these principles.**

Key Skills

- Commitment to Education - Able to demonstrate a commitment to lifelong learning and the role the TEAM Education Trust plays in improving the lives of children and young people.
- Interpersonal skills and the ability to work as part of a team - Able to work positively with others and debate whilst maintaining a constructive atmosphere.
- Communication skills and the ability to influence - Able to work positively with others and debate whilst maintaining a constructive atmosphere.
- Planning and Organisational Skills - Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future of the Trust.
- Equal Opportunities/Investors in People - Commitment to Equal Opportunities.

21.1 Trustee Responsibilities

A Trustee of TEAM Education Trust will share equally with other Trustees the responsibility of running the MAT and, in turn, the Academies it runs. Trustees have remarkably similar responsibilities to governors in a maintained school, including three

core strategic functions of ensuring:

- That the vision, ethos and strategic direction of the MAT and the Academies it runs are clearly defined; and,
- That the Chief Executive and Principal(s) perform their responsibilities for the educational performance of the schools.
- That there is sound, proper, and effective use of Trusts financial resources.

In addition, Trustees must ensure that the MAT pursues its objects, is compliant with both company and charity law and has due regard for any other relevant legislation or regulations. This is documented in more details in the [Companies Act 2006](#) and a Charity Commission document ["The essential trustee: What you need to know and what you need to do"](#).

Trustees of any charity have 6 core duties:

1. Ensure your charity is carrying out its purpose for public benefit.
2. Comply with your charity's governing document and the law.
3. Act in your charity's best interests.
4. Manage your charity's resources responsibly.
5. Act with reasonable care and skill; and
6. Ensure your charity is accountable.

The role of Trustees is to take ultimate responsibility for ensuring responsible use of the MAT's resources, many of which will be managed by the CEO, including: the recruitment and employment of staff; land and building matters; the admission of pupils; and MAT finances and funds. Trustees are also accountable to the Secretary of State for the academic and educational standards in the MAT's schools and the performance of pupils.

In Multi Academy Trusts, it is usual for the board to delegate some of its responsibilities to a Local Governing Body in each of the Academies. However, Trustees remain responsible. It is also worth noting that directors of Multi Academy Trusts are responsible for all the schools run by the MAT and are not there to 'represent' a particular school.

Under the Companies Act 2006, Trustees have general duties owed to the Trust. These include:

- Duty to act within powers – obey the Trust company's constitution and decisions taken under it.
- Duty to promote the success of the Trust – act in the Trust's best interest.
- Duty to exercise independent judgement – remember you remain responsible for the work you give others.
- Duty to exercise reasonable care, skill, and diligence – be diligent and well informed about the Trust's affairs.
- Duty to avoid conflicts of interest – avoid situations where conflict with those of the Trust. When in doubt disclose potential conflicts quickly. In Multi Academy Trusts, Trustee's must ensure that there are no conflicts between their duty to the Trust and individual schools. A Trustee must ensure they consider and promote the needs of each individual school for the benefit of the Trust and not simply focus on achieving the best outcome for one school.
- Duty to not accept benefits from third parties – Be honest and remember that the Trust's property belongs to itself and not to its members.

- Duty to declare an interest in a proposed transaction or arrangement.

In addition, Trustees of this MAT are expected to:

- Safeguard and promote the values of the MAT and the schools it runs.
- Ensure the quality of educational provision.
- Challenge and monitor the performance of the schools and keep the focus on the school and on school improvement.
- Support the Executive Team and be a critical friend.
- Employ executive staff and be involved in scrutinising staffing structures.
- Be accountable for standards, attainments and outcomes for children and young people and ensure the Trust is accountable to the public for what it does.
- Critically evaluate the performance of the constituent schools and hold the LGBs (Local Governing Body) to account.
- Establish clear and effective lines of communication with other Trustees, Members and the LGBs.
- Ensure that all policies are regularly reviewed.
- Agree the financial budget and the auditing of the Trusts account, ensuring sound financial management.
- Carry out Board business effectively, including induction of new Trustees and a commitment to the continued professional development of Trustees.

There is a Trustee's Role description in the appendices of this handbook.

The Trust Board may also appoint "Associate Trustees." These individuals do not hold any voting rights and have no liability for the Trust. As such, they are not named on Companies House, but their information is included on the Trust Website.

21.2 How much commitment is involved in being a Trustee?

Board meetings are expected to be held 3 times a year. Trustees need to take a full and active role in strategic running of the MAT and monitor the operational running of the constituent schools by the Chief Executive, Principals and Senior Leadership Teams. This should include regular visits to constituent schools.

The board will attend 3 committees over the year. These are:

- Strategy, Finance, Audit, and Risk,
- Curriculum, Pupil, and Personnel,
- Premise and Sustainability

Any Board agenda and associated papers must be published to LGB members/Trustees/ Members no less than 14 days before a scheduled meeting.

All Board meetings and Committees have standardised template agendas (**Appendix J f-j**) which are provided by the GA.

- f – Full Trustees Board
- g – Trust Committee - Strategy, Audit, Finance, and Risk
- h – Trust Committee - Curriculum, Personal, Pupil and Progress
- i – Trust Committee – Premise and Sustainability
- j – AGM for Members

(Note the agendas themselves may be subject to change)

On the Full Trust Board there is an agenda item called LGB update: Membership, areas of strengths, concerns, and any commentary from the LGB's (as appropriate – shared by the Clerk and GA prior to the meeting with the CEO).

The expectation is to attend at least 2 visits a year to the Trust for Trustees and to attend meetings. The visits should be to attend a linked school visit for a Trustee, **(see appendix M(a) Trustee Visit form)** a Trust event or meeting/tour of schools with the CEO as part of the joint Trustee and Members Meeting in Term 3.

Members and Trustees are expected to attend the joint strategy day and one of the school tour days in person. We have attempted to offer these as half days so you can mix and match around your working commitments. Additionally, we can provide work rooms to accommodate your commitments as needed as we value your expertise as a volunteer and appreciate your work commitments. However, we understand this is a voluntary role and your personal and working commitments must take priority.

21.3 Link Trustees & Pillars

Trustees are linked to converted TEAM schools and are expected to attend an LGB meeting to look at the board's effectiveness. (This can be hybrid during September – December).

A link Trustee works with the principal to provide a link between the school and the Trust. They ensure the systems are in place at the school to address important responsibilities.

During the first term, link Trustees will observe an LGB Meeting and inform the Board around the meeting's running, challenge and focus on student staff and community experiences. During the second term link Trustees will meet with the Principal about the School Improvement Plan (SIP) this can be in person on a visit or online. The Trust coordinates tour days which will be on the 4, 5 & 6 February 2025 where Trustees can see the school they are linked with.

Our Trustees are linked to our pillars, which form part of our 5-year strategy and support the Executive Team with the developments in the trust.

The Trustee link meets with Executives three times over the year in line with our School and Trust Improvement Meetings (STIM) cycle and further to this discuss action plans held.

T – Teamworking and relationships: Led by Sarah Baker (CEO) with HR Manager and supported by Trustee Ian Lowe

E – Education and Quality Assurance: Led by Rachel Watson and supported by Trustee Ruth Murad

A – Accountancy and Compliance: Led by Rachel Watson with support from Nicola Cook (CFO) and supported by Trustee Andy Bowler

M – Momentum: Led by Matt Morris with support from Sarah Baker (CEO) and supported by Trustee Helen Harrison

Meeting Dates
Week commencing 13/01/2025
Week commencing 05/05/2025
Week commencing 21/07/25

21.4 Legal Duties as Trustees and Company Directors

Boards functions under education legislation	Duties under charity, case, and common law (as charity Trustees)	Duties under Companies Act 2006 (as Company directors)
Ensuring clarity of vision, ethos, and strategic direction	Ensuring the Trust is conducting its Objects for the public benefit	Acting within powers Promoting the success of the Trust
Holding Executive Leaders to account for the educational performance and wellbeing of the Trust and its Pupils, and the performance management of staff	Complying with the Trust's Governing document and the law	Exercising independent judgement
Overseeing the financial performance of the Trust and making sure its money is well spent	Acting in the best interests of the Trust	Exercising reasonable care, skill, and diligence
	Managing the Trust's resources responsibly Acting with reasonable care and skill	Avoiding conflicts of interest
	Ensuring the Trust is accountable	Not to accept benefits from third parties
		Declaring interest in a proposed transaction or agreement

21.5 What would my liability be as a director?

As the MAT is a legal entity, claims would normally only be brought against the Trust and not against individual Trustees. Only on exceedingly rare occasions will individual governors be held personally responsible for a decision. These sorts of claims are exceedingly rare and normally fall into one or two categories:

- Breach of Duties under Charity law, company law and education law (or a Funding Agreement).
- Criminal breaches relating to an individual's role as a Trustee.

However, it is usual for Trusts to have Trustees insurance to mitigate against Trustee breaches of duty where they have acted in good faith. TEAM Education Trust has signed into the government sanctioned [Risk Protection Arrangement](#).

The functions of the members of the Trust include:

- Overseeing the achievement of the objectives of the company
- Taking part in annual and extraordinary general meetings
- Appointing some of the Governors
- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and to remove the directors.

The liability of the members of the Trust is limited, as with any company limited guarantee, by the amount of the guarantee undertaken by the member (this is set at £10 in the model Articles of Association). This role descriptor should be read in conjunction with the [Department of Education - Governance Handbook](#) and the expectations outlines in the [Governance Competency Framework](#)

22. Recipient Recognition

The purpose of this exercise is to avoid simple acceptance of a report by asking individuals to determine their own position before it is obscured through 'groupthink.' Taking the report you have received, work through the following questions:

- What in the report coincides with your own experience of governance at the trust? (Recognition)
- Is there anything in the report which surprised you? (Revelation)
- Are there aspects of the report which under/overstate things, are inaccurate or you simply disagree with? (Rejection)
- Would someone else considering the same issues, come to the same conclusions and prioritise the same recommendations? Is there anything they missed? (Remiss) or would they need to see more? (Reliability)
- What aspects of the report, if any, are most helpful in advancing the strategic objectives of the organisation? (Relevance)

23. CEO Performance Management

Our CEO has an externally facilitated performance management cycle where they share progress on their objectives linked to the Trust and School priorities and five-year strategy.

Panel Consists of:	Dates:
Facilitator	23 January 2025
2 Trustees (one being the Chair or Vice Chair of Trustees)	19 June 2025
1 LGB Chair	
GA as note taker	

Appendix D (a) Trust Board committee remit (Strategy Audit Finance & Risk)

Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> Four Trustees (minimum) <p>Quorate = Four Trustees</p>	<ul style="list-style-type: none"> Three meetings per year in line with data snapshots 	<ul style="list-style-type: none"> <i>Advise</i> on the overall responsibility of trust funds. Establish a scheme of financial delegation. Monitor use of financial procedures. <i>Advise</i> on establishing a separate audit committee if annual income of over £50m or incorporate function of audit committee if under £50m. <i>Advise</i> on submission of annual reports and accounts, including accounting policies, signed statements on regularity, propriety, and compliance, incorporating governance statements. Monitor and evaluate overall trust performance for money. Appoint trust internal/external auditor. Action internal auditor. Ensure school level auditors report recommendations/requirements are actioned. Evaluate trust value for money. <i>Advise</i> on annual approval of trust balanced budget in accordance with ESFA timeframe. Monitor and review performance against trust budget. Review and agree rewards and salaries. <i>Advise</i> ensuring Trust risk management policies are in place and adhered to. Implementation and maintenance of Trust risk register. <i>Advise</i> on establishment of a financial contingency plan/appropriate level of reserves to ensure continued operations in event of substantial financial loss
Holding the school to account for standards:	Attending	
Receive reports on:	<ul style="list-style-type: none"> CEO CFO CEOO DofT 	
<ul style="list-style-type: none"> Annex one Finance reports, regulations, procedures, roles, and responsibilities Asset Management Plan (AMP) QA cycle information through Principal report Outward facing time Site/premises – internal and external premises inspections Business interests Contract review Leasing agreement Best value statement School fund Benchmarking Health & Safety Risk – Consider any risk to the Trust and Schools. Report to CEO/DCEO asap. 	<p>Policies to be confirmed at the summer term 2025 trust board meeting</p> <ul style="list-style-type: none"> TEAM Executive Pay TEAM Scheme of Delegation TEAM Scheme of Financial Delegation TEAM Business Continuity Plan 	

Appendix D (b) Trust Board committee remit (Pupil & Progress)

Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> Four Trustees (minimum) <p>Quorate = Four Trustees</p>	<ul style="list-style-type: none"> Three meetings per year in line with data snapshots 	<ul style="list-style-type: none"> Ensure the Trust promotes pupil wellbeing/attainment as strategic priority. Responsibility for cultivating Trust focus on improving teaching and learning. Advise in developing a Trust wide strategy for school improvement and self-evaluation. Action intervention plans (e.g., progress boards/IB's) where required in line with intervention strategy Equality, diversity, and inclusion Objectives – review, progress, and impact towards the objectives for TEAM by the Education, Attendance & Safeguarding Manager. Ensure a commitment to the Trust Kindness Curriculum and TEAM8 <p>Further Policies</p> <ul style="list-style-type: none"> TEAM Online Safety Policy TEAM Anti Bullying Policy TEAM Behaviour Policy TEAM Suspensions and Exclusions Policy TEAM Admissions Policy TEAM Equal Opportunities and Diversity Policy TEAM Staff Appraisal Policy TEAM Staff Absence and Ill Health Policy TEAM Staff Capability Policy TEAM Staff Code of Conduct TEAM Compressed Hours Policy TEAM Staff Disciplinary Policy TEAM Staff Grievance Policy Early Career Teacher Induction Policy TEAM Virtual Meetings Policy for Members, Trustees, Governors & Staff TEAM Whistleblowing Policy
Holding the school to account for standards:	Attending	
<p>Receive reports on:</p> <ul style="list-style-type: none"> School improvement plan Self-evaluation form End of year results analysis Data including SEND, Inclusion, and more vulnerable groups, more able etc. External quality assurance reports Pupil premium impact reports Sports Premium impact reports Year 7 catch up funding impact reports Attendance Behaviour Wellbeing support Equality, Diversity & Inclusion <ul style="list-style-type: none"> Risks: Consider any risks to the Trust and schools, report to CEO/DCEO asap 	<ul style="list-style-type: none"> CEO (Also DCEO if applicable) CEO DoT 	
	<p>Policies to be confirmed at the summer term 2025 trust board meeting</p> <ul style="list-style-type: none"> TEAM Carers guidance TEAM Examination Contingency plan TEAM Non-Examination Assessment Policy TEAM EYFS Policy TEAM supporting children with health needs who cannot attend school TEAM Relationships and Sex Education Policy TEAM Trips & Visits TEAM Accessibility plan TEAM SEND Policy 	

Appendix D (c) Trust Board committee remit (Premise and Sustainability)

Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> Four Trustees (minimum) <p>Quorate = Four Trustees</p>	<ul style="list-style-type: none"> Three meetings per year in line with data snapshots 	<ul style="list-style-type: none"> Advise on Trust ICT strategy to prioritise pupil wellbeing and maximise efficiency. Advise on the appointment of DPO for T.E.A.M Trust. Monitor compliance requirements from DPO. Adhere to data retention periods across the Trust. Receive updates on the Critical Incident Management Plan (CIMP) Receive updates on the internal and external premises inspections and audits Renew Sustainability Plans <p>Further Policies:</p> <ul style="list-style-type: none"> TEAM Asbestos Management Policy TEAM Driving Policy TEAM Fire Safety Management Policy TEAM Health & Safety Policy TEAM Managing Contractors Policy TEAM Control of Infectious Disease Policy TEAM First Aid Policy TEAM Supporting Children with Medical Conditions Policy TEAM Safe Handling and Moving of Children Policy TEAM Intimate Care Policy TEAM Tendering Policy
Holding the school to account for standards:	Attending	
<p>Receive reports on:</p> <ul style="list-style-type: none"> Health & Safety, and Premise/Site 	<ul style="list-style-type: none"> CEO CFO CEO 	
<p>NB: Policies Health & Safety Critical Incident Management Plan</p> <p>Risk: Consider any risks to the Trust or Schools. Report to CEO asap</p>	<p>Policies to be confirmed at the summer term 2025 trust board meeting</p> <ul style="list-style-type: none"> Data Protection Policy Pupil and Parent/Carer Privacy Notice Workforce Privacy Notice Record Retention Policy Social Media Policy BYOD Use of own devices procedure IT Security and Acceptable Use Off Site Working Procedures CCTV Policy Privacy Notice Governors Special Category Data Policy Protection of Biometric Information TEAM IT Policy 	

Appendix E (a) Terms of Office - Local Governing Body: Roles & Responsibilities of LGB Governors (Strategy Audit Finance & Risk)

Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> One staff governor Principal Four co-opted/associate governors One parent governor <p>Quorate = Three governors (1/3rd) (Refer to specific roles)</p>	<ul style="list-style-type: none"> Three meetings per year in line with data snapshots Staff health and safety meeting attended by one governor 	<ul style="list-style-type: none"> To elect a Chair and Vice-Chair of Committee annually. (A Governor who is employed at the school cannot be elected Chairperson.) To recommend to the Local Governing Body approval of the annual budget plan and cash flow forecasts for the forthcoming financial year in accordance with the timescales dictated by the ESFA. To determine the school's financial priorities through the School Improvement Plan (SIP) and the Asset Management Plan (AMP). To receive regular quality assurance (QA) updates around four strands of Ofsted To receive regular information on outward facing time (OFT) and collaborative working to ensure value for money/impacts and monitored standards at the school (refer to QA) To receive regular finance reports, to facilitate the monitoring of the school's actual financial performance compared with budgeted priorities and cash flow, and to take remedial action, as necessary. Such action will be reported to the Local Governing Body. In all cases liaison must be maintained with other appropriate committees. To make decisions on requests from other committees that will have an impact on the school's financial position To make decisions on expenditure within the Committee's delegated powers. To make decisions on virements within agreed budgets, within the Committee's delegated powers, and authorising any budgetary adjustments made. To advise the Local Governing Body on the appropriateness, or otherwise, of virements to be made outside of the Committee's delegated powers.
Holding the school to account for standards:	Attending	
Receive reports on:	<ul style="list-style-type: none"> Senior leadership team Chair 	
	Specific Link LGB Roles (See Governance Handbook)	
<ul style="list-style-type: none"> Annex one Finance reports, regulations, procedures, roles, and responsibilities Asset Management Plan (AMP) QA cycle information through Principal report Outward facing time Site/premises – internal and external premises inspections Business interests Contract review Leasing agreement Best value statement School fund Benchmarking Health & Safety 	<ul style="list-style-type: none"> Business & Community Wellbeing & Pupil Premium 	
	Performance Management & Pay	
	<ul style="list-style-type: none"> Pay committee – agree pay on recommendation from Principal Performance management of Principal by Chair, one Governor and CEO 	

<ul style="list-style-type: none"> • Consider risk to Trust & Schools, report to CEO/DCEO asap <p>NB: Policies</p> <ul style="list-style-type: none"> • Health & Safety • Critical Incident Management Plan • Security Policy • Charges and remissions • Lettings • HR updates 		<ul style="list-style-type: none"> • To review annually the school's Financial Regulations, Financial Procedures and Roles & Responsibilities • To review annually the Terms of Reference of the Strategic and Finance Sub Committee • To ensure the Register of Business Interests is kept up to date • To annually review all ongoing contracts (Including Local Authority Contracts). • To review the various leasing agreement schemes and options available to the school • To award contracts by tender up to a specified limit • To agree the Annex 1 and recommend for approval by the Local Governing Body • To agree and sign an annual Best Value Statement • To monitor all spending and income received in the school i.e., ESFA • Delegated /Devolved Budgets and School Private Fund • To ensure that funding from the ESFA and other sources is used only in accordance with any conditions attached • To receive and comment on the content of any audit report relating to funding, and to monitor the implementation of the agreed action plan • To annually review and appoint the independent auditor to the School Fund • To review and agree the following policies – Health & safety, Critical Incident Management Plan, Security Policy, Charges & Remissions, Lettings • To review performance, pay issues and make recommendation to the Local Governing Body • To regularly review benchmarking data • To undertake internal and external premises inspections
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Appendix E (b) Terms of Office - Local Governing Body: Roles and responsibilities of LGB Governors (Curriculum, Personnel & Pupils)

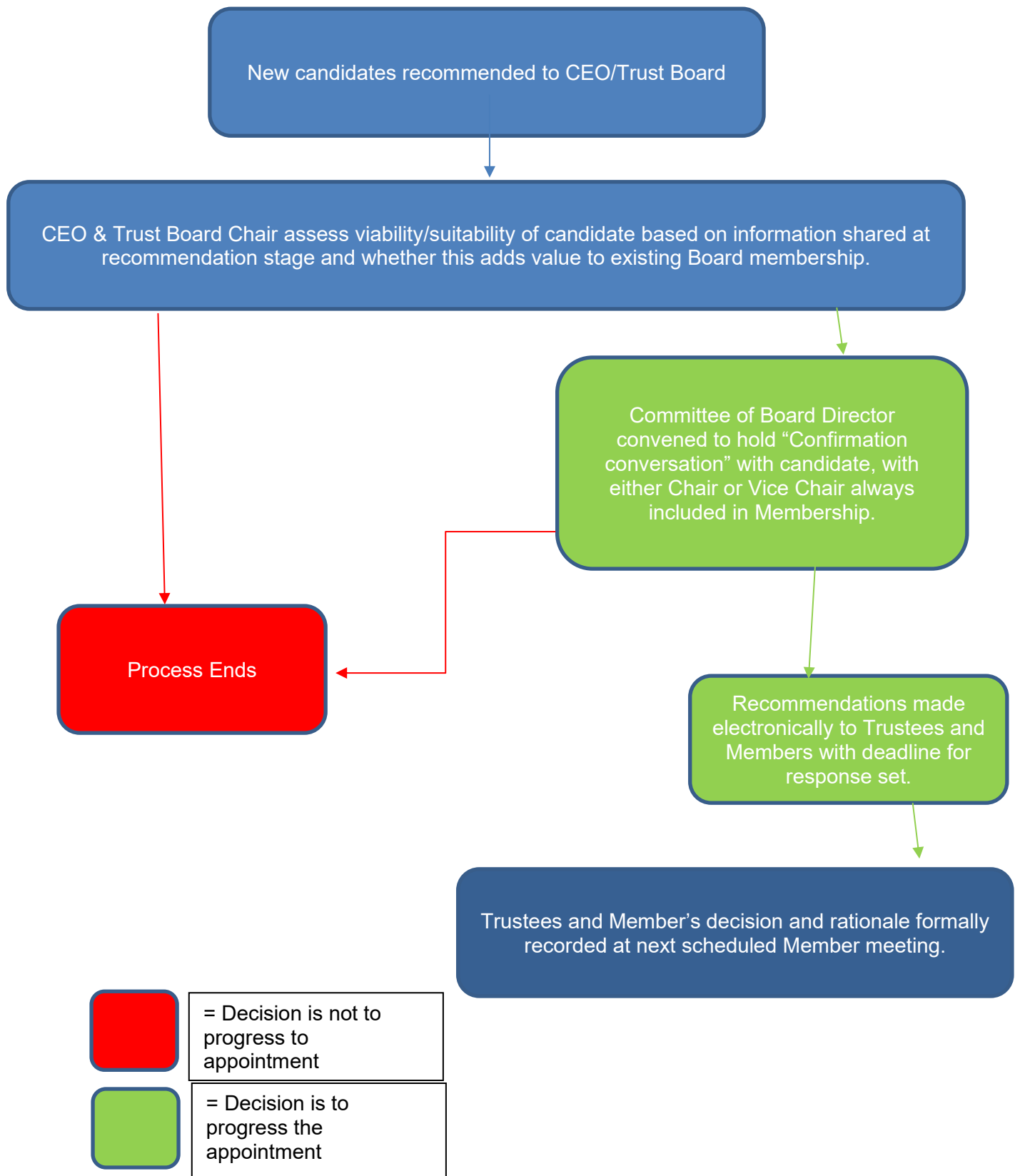
Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> One Parent Governor Principal Four Governors One Staff Governor <p>Quorate = Three governors (Refer to specific roles)</p>	<ul style="list-style-type: none"> Two meetings per year in line with data snapshots Staff health and safety meeting attended by one governor 	<ul style="list-style-type: none"> To review the staffing structure in consultation with the Principal and Strategic & Finance Sub Committee To approve procedure for recruitment and appointment of staff To consider applications from staff for secondments or leave of absence To oversee the process leading to staff redundancies To follow established procedure when advertising, selecting, and appointing new member of staff To make recommendations on personal related expenditure to the Strategic & Finance Sub Committee To keep under review staff attendance, absence and working conditions To monitor staff development, wellbeing, and insets To monitor student progress and achievement, wellbeing, and holistic development (including EHCP outcomes) To monitor pupil absence To monitor pupil admissions To review job descriptions as required To listen to and act upon as necessary any appeals from staff and pupils To monitor stakeholder (including parents) events and engagements
Holding the school to account for standards:	Attending	
<p>Receive reports on:</p> <ul style="list-style-type: none"> School improvement plan Self-evaluation form End of year results analysis Data including vulnerable groups, more able etc. External quality assurance reports Pupil premium impact reports Sports Premium impact reports Year 7 catch up funding impact reports Attendance Behaviour Wellbeing support Equality, Diversity, and inclusion 	<ul style="list-style-type: none"> Senior leadership team Chair 	
	<p>Specific Link LGB roles (see Governors Handbook)</p> <ul style="list-style-type: none"> SEND Vulnerable Groups Wellbeing & Pupil Premium Safeguarding GDPR Community & Business E-Safety and IT across the curriculum (with a focus on security). 	

<p>First-hand knowledge</p> <ul style="list-style-type: none"> • Learning walks linked to school improvement plan priorities, as part of governor visits • Annual audit safeguarding • Annual health and safety • Governor links to key subjects • School Improvement Plan <p>Ofsted:</p> <ul style="list-style-type: none"> • Meet with Ofsted to discuss governance in this school <p>NB: Policies</p> <p>Working with parents Lone working Intimate care Equal opportunities SEN policy Anti-bullying Seclusion Disciplinary Behaviour Maternity policy Redundancy Retirement Absence procedures Recruitment and selection Induction</p>		<ul style="list-style-type: none"> • Equality, diversity, and inclusion objectives – review, progress, and impact towards the objectives for TEAM as a whole. Principal/Chair of LGB • Ensure a commitment to the Trusts Kindness Curriculum and TEAM8 as part of the TEAM Belonging Curriculum.
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Appendix E (c) Terms of Office - Local Governing Body: Roles and responsibilities of LGB Governors (Premise and Sustainability)

Membership	Meetings	Terms of reference
<ul style="list-style-type: none"> One Staff Governor Principal Four Governors One parent Governor <p>Quorate = Three Governors (refer to specific roles)</p>	<ul style="list-style-type: none"> Three meetings per year in line with data snapshots Staff health and safety meeting attended by one governor 	<ul style="list-style-type: none"> To elect a Chair and Vice-Chair of Committee annually. (A Governor who is employed at the school cannot be elected Chairperson.) To share updates on Critical Incident Management Pan (CIMP) To undertake and share fire risk assessments. To undertake and share internal and external premises inspections and audits Renew Sustainability Plans
Holding the school to account for standards:	Attending	
<p>Receive reports on:</p> <ul style="list-style-type: none"> Health & Safety, and Premise/Site <p>NB: Policies</p> <ul style="list-style-type: none"> Health & Safety (good Estate Management documents) Critical Incident Management Plan <p>Risk: Consider any Risk to the Trust and Schools. Report to CEO/DCEO asap</p>	<ul style="list-style-type: none"> Senior leadership team Chair <p>Specific Link LGB Roles (See Governors Handbook)</p> <ul style="list-style-type: none"> Business & Community Wellbeing & Pupil Premium 	

Appendix G: Process Map for Recruitment of Trustees and Members



Appendix H: Local Governing Body

The Local Governing Body: What skills, understanding, experience and training are needed around the table to fulfil these roles and responsibilities?

Governance involves strategic thinking, monitoring, and evaluating. It is not a hands-on role, the practical running of the school on a day-to-day basis lies with the staff led by the principal. Instead, governors bring skills which support them in holding the school to account through monitoring, analysing, and questioning assumptions.

The Governing body need to understand [headteachers](#) and [teacher standards](#)

To do this well, every Governing Body needs to have some key skills and experience round the table. Some Governors will have a great deal of experience in one of the key areas outlined below, whilst others will have some experience of several areas:

Education:

Every LGB needs at least one governor, the [Education and Achievement Link Governor](#), with experience of working in education. Ideally a Governing body will have more than one, or additional governors working in other phases/educational environments.

Safeguarding:

Experience of working in a voluntary or statutory sector in which safeguarding of children and young people is a core element. Additional training in *Safeguarding and Looked After Children (Children in a care setting)* will be provided to the [Safeguarding and Looked After Children Governor](#).

Special Educational Needs and Disabilities:

Personal, voluntary, or work experience of special education needs bringing an understanding of its impact on children, young people, and their families. Additional training and support will be provided in *SEND* to the [SEND Governor](#).

Finance and Grants, including compliance (named cyber security LGB member):

The Finance Governor supplements the work done by the Hub in monitoring and agreeing the school budget. The finance governor should be able to attend about 4 budget monitoring/budget planning meetings per year, held in the daytime.

All schools receive grants for children who are disadvantaged (Pupil Premium). Primary schools receive grants for sport activities and secondary schools are given additional “top-up” funding to support year 7’s whose results at the end of Year 6 were of concern. Each governing body needs a governor with experience to ensure the LGB monitors that these are spent effectively and have an impact. This Governor will also encourage the school to pursue grant and fundraising opportunities. Additional training will be provided in *Pupil Premium and sports grants* for the Finance Governor.

Wellbeing, Pupil Premium and Disadvantaged Pupils:

Each governing body will have at least one governor who has experience of working with vulnerable families, children, or young people - or someone who is willing to learn the necessary skills – who can champion disadvantaged pupils and monitor that the school is ensuring that no child is left behind. Additional training will be provided in *Wellbeing and Pupil Premium* for the [Wellbeing & Pupil Premium Governor](#).

Community and Business Links:

Governors are all ambassadors for the school and use their networked links to create opportunities which will add value. Each governing body needs at least one Governor, the

Community Governor, who has a good network with local statutory, community and faith groups, who can support the school in understanding its context.

Increasingly schools need to engage with business and ideally the LGB will include one governor with a network across local businesses who will champion the school in the wider business community and make links with parents who have business links. This Governor will be part of a network of Business Governors across the trust.

Appendix H (a) Teaching & Learning Link Governor

Main purpose of the role:

The Teaching and Learning (TLC) link Governor takes lead from the Local Governing Body (LGB) on key aspects of the curriculum, teaching and learning in the school, undertaking work between LGB meetings, and reporting back to other Governors.

Link Governors are 'Paired up' with member(s) of the Schools Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, Link Governors also have access to support, advice, and guidance from Trust Officers such as the School Improvement Lead, Clerks, Chief Finance Officer, and the CEO as and when they require it. The Governor will also be linked to the Inclusion Quality mark and Artsmark.

Key Questions for Link Governors for Teaching, Learning & Curriculum:

The following are intended to be guided points of enquiry for the TLC Link Governor.

The list is not exhaustive:

- How is the curriculum designed (intent), implemented and evaluated for impact?
- How do senior leaders ensure there is consistency in the baselining of pupils?
- How are teachers clear about the developmental milestones of pupils at all stages?
- How is information shared/used effectively at pupils' transition between key stages?
- Are there trends of improvement or decline in pupil progress in the various key stages?
- How are senior leaders confident that assessment of pupil progress and attainment is accurate?
- What action is the school taking to address poor pupil progress quickly, and how can governors support the work of the school in this area?
- How are senior leaders confident that judgements about lesson observations are accurate?
- How do we know pupils are enjoying their learning?
- How are pupils supported to develop social skills in different contexts?
- How are pupils educated about British Values?

Appendix H (b) Safeguarding & LAC Link Governor:

Main purpose of the role:

The Safeguarding Link Governor takes lead from the Local Governing Body (LGB) on key aspects of the curriculum, teaching and learning in the school, undertaking work between LGB meetings, and reporting back to other governors.

Link Governors are 'Paired up' with member(s) of the Schools Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, Link Governors also have access to support, advice, and guidance from Trust Officers such as the School Improvement Leads, Clerks, Chief Finance Officer, and the CEO

as and when they require it.

Governing boards are also required to appoint a designated teacher to promote the educational achievement of looked after and previously looked after children who are on the school roll. Governing boards must have regard to statutory guidance on the roles and responsibilities of designated teachers for looked after (LAC) and previously looked after (PLAC) children.

The Trust board will appoint a senior board level (or equivalent) lead to take leadership responsibility for TEAM Education Trust school's safeguarding and LAC/PLAC arrangements.

This person must be a governor and will be known as the Safeguarding and LAC/PLAC Link Governor. Associate members cannot take on safeguarding responsibilities.

Responsibilities of the Safeguarding and LAC/PLAC Link Governor include:

- Keeping up to date with statutory guidance and any advice issued by the school's safeguarding partners.
- Making sure the school has suitable and up-to-date policies for child protection, LAC/PLAC, staff behaviour, and handling allegations against staff and volunteers.
- Making sure the school has clear systems and processes in place for identifying pupils with possible mental health problems, including routes to escalate and clear referral and accountability systems – read the DfE guidance on mental health and behaviour in schools to get help with this.
- Supporting the board to develop its understanding of its safeguarding responsibilities and reporting back to the board about safeguarding issues and development.
- Meeting regularly with the DSL to monitor policies and procedures, and check that all staff, governors, and volunteers have had the appropriate level of training.
- Monitoring the single central record with the DSL/HR Manager to make sure the school carries out appropriate recruitment checks.
- Ensure a designated teacher is appointed, who is a qualified teacher and undergoes appropriate training.
- All looked after children have a personalised education plan (PEP), that is part of the care plan drawn up by the local authority that looks after them and that the PEP forms part of their education record.
- Those schools are supported in promoting the education of looked after children and previously looked after children by Local Authority Virtual School heads.
- Consider an annual report from the designated teacher and act on any of the issues the report raises.

Questions to support the Governor in the role.

Do pupils feel protected and safe? How do you know?

What to look for in an answer:

- That people know how to complain/raise a concern and understand the process for doing so.
- Pupils report that adults listen to them and take their concerns seriously.
- Where children are at risk, a trusted adult helps to keep them safe.
- (In primary schools and nurseries) A key person system helps babies and very young children to form strong attachments with adults.
The designated safeguarding lead (DSL) might refer to evidence like:
- Answers from a pupil questionnaire or discussions with pupils on whether they feel safe at school and know who to go to if they want to complain.

- Answers from a pupil questionnaire or discussions with pupils on who they can go to if they do not feel safe.
- Signage around the school that helps pupils understand who to speak to if they are worried.

Is there effective safeguarding, pupil behaviour and staff behaviour policies that are well understood by everyone?

What to look for in an answer:

- Safeguarding systems are explained to staff as part of their induction, including your child protection policy, pupil behaviour policy, staff code of conduct, the safeguarding response to children who go missing from education, and the role and identity of the DSL and any deputies.
- All staff receive appropriate child protection training which is regularly updated.
- All staff also receive regular child protection updates (at least annually)

The DSL might refer to evidence like:

- Answers from a staff questionnaire or discussions with staff on induction and training
- A training log showing regularly updated training records.

Are staff and other adults clear about procedures where they are concerned about the safety of a child, including if children go missing from school?

What to look for in an answer:

- Adults respond robustly and proactively to reduce the risk of harm or actual harm.
- Adults know and understand the indicators that may suggest that a child or young person is suffering, or is at risk of suffering, abuse, neglect, or harm.
- Adults take appropriate and necessary action in accordance with local procedures and statutory guidance.
- Staff members take the attitude of 'it could happen here' where safeguarding is concerned.
- All staff receive child protection training which is updated regularly.
- All staff also receive regular child protection updates (at least annually)
- All staff report concerns about female genital mutilation (FGM) to the DSL or deputy, and teachers report all known cases of FGM to the police.
- There is a procedure for children who go missing from home or education, and staff know and can implement it.

The DSL might refer to evidence like:

- Answers from a staff questionnaire or discussions with staff on safeguarding
- Discussions with staff regarding safeguarding procedures
- Their report to governors
- The procedure for children going missing from school is clear in the safeguarding policy.

Do you have effective procedures in place for identifying possible mental health problems among pupils, and do all staff know what these procedures are?

What to look for in an answer:

- The school's process for identifying possible mental health problems includes a clear referral and accountability system.
- All staff are made aware of this process.
- All staff receive training on how to spot behaviour signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

The DSL might refer to evidence like:

- How they use data to identify and act upon changes in pupils' patterns of attainment, engagement, or behaviour
- (During coronavirus) A register, accessible to all staff, that keeps track of family circumstances during lockdown to help flag any issues that might have impacted pupils' mental health.
- A child protection policy which outlines:
 - How staff can escalate concerns about mental health and take decisions about what to do next
 - How pupils can seek support in a confidential way

Do staff receive training in protecting children?

What to look for in an answer:

- Staff have appropriate child protection training which is updated regularly.
- Staff also receive regular child protection updates (at least annually)
- Staff receive regular supervision and support if they are working directly and regularly with at-risk children.
- Induction processes include child protection and Prevent training, sharing of all relevant policies such as child protection and the staff code of conduct.

The DSL might refer to evidence like:

- Training records show regularly updated child protection and Prevent training.
- The induction pack includes the relevant information.

How do you make sure written records are made in a timely way, stored securely, and shared appropriately?

What to look for in an answer:

- Any child protection or safeguarding concerns are recorded and shared with the relevant agency immediately, and the referral is recorded.
- Any agreed action following a referral is taken promptly.
- Parents are made aware of any concerns, except where this would increase the risk of harm to a child.
- There is a written plan with agreed procedures to protect a child.

The DSL might refer to evidence like:

- Report to governors from DSL on safeguarding incidents and referrals.

Key point to remember:

- Do not ask to see the record itself – this is a breach of data protection and confidentiality. You do not need information about individual referrals to carry out your monitoring role.

How are safeguarding risks known by adults and shared with external agencies where appropriate?

What to look for in an answer:

- Staff know of risks associated with pupils offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being criminally or sexually exploited.
- When these risks are identified, the school shares them with relevant agencies such as the children's social care service of the local authority (LA)
- Plans and support are in place to reduce the risk of harm or actual harm, and there is evidence that the impact of risks is being minimised.
- Risks are kept under regular review.

The DSL might refer to evidence like:

- Safeguarding policy outlining procedures for sharing information with relevant agencies.
- Plans in place to reduce risk.
- Training records show that staff have received training on identifying safeguarding risks and how to respond.

Do all staff have a copy of and understand the written procedures for managing allegations of harm to a child?

What to look for in an answer:

- Staff and volunteers feel able to raise concerns about poor or unsafe practice relating to safeguarding.
- Appropriate safeguarding and whistle-blowing procedures are in place so that concerns can be raised with the management team.
- Safeguarding and whistle-blowing policies are in place.
- Staff are aware of other whistle-blowing channels if they feel unable to raise an issue with their manager or where their concerns are not being addressed.

The DSL might refer to evidence like:

- Answers from a staff questionnaire or discussions with staff show understanding of whistle-blowing procedures.

Are safer recruitment procedures in place?

What to look for in an answer:

- Written recruitment and selection policies and procedures are in place that comply with safer recruitment rules.

The DSL might refer to evidence like:

- Single central record shows that appropriate pre-appointment checks have been carried out.
- Section 128 checks/DBS checks on all governors
- Training records show that staff and/or governors have received safer recruitment training.
- The safer recruitment policy – ensure this is current and meets the requirements.

Is the physical environment safe?

What to look for in an answer:

- Access to the school grounds is secure.
- Visitors to the school are checked and monitored as appropriate, for example external speakers at school assemblies.

The DSL might refer to evidence like:

- Health and safety reports to governors
- Safeguarding policy covers visits.

How are discrimination and child-on-child abuse tackled in school?

What to look for in an answer:

- Pupils are protected from upskirting, bullying, homophobic, biphobic, and transphobic behaviour, racism, sexism, and other forms of discrimination.
- Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.
- The behaviour policy outlines measures to prevent bullying.

- Clear procedures are in place for addressing child-on-child abuse, including sexual violence and sexual harassment.

The DSL might refer to evidence like:

- Procedure for dealing with child-on-child abuse in safeguarding policy.
- Behaviour policy is in place.
- Report to governors from Principals on bullying incidents.

What online safety measures are in place?

What to look for in an answer:

- Adults understand that technology might be used to bully, groom, radicalise or abuse children and learners.
- There are strategies in place to keep children safe (including when they are online at home) and to support them to understand risks and learn how to keep themselves and others safe.
- Leaders oversee the safe use of technology and act immediately where there is a concern about a child's wellbeing.
- There is a clear policy around the use of mobile technology in schools.
- In early years settings, the safeguarding policy and procedures cover the safe use of mobile phones and cameras.

The DSL might refer to evidence like:

- Policy on the use of mobile phones, social media, and acceptable use of IT in place (these might be covered within your child protection policy or as a standalone policy)
- Evidence of teaching pupils about online safety or sharing information to keep them safe when they are online at home.

How is the Prevent duty implemented?

What to look for in an answer:

- Robust safeguarding policies are in place to identify pupils at risk and refer them to relevant authorities.
- Staff work in partnership with local bodies and follow LA inter-agency procedures.
- Staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary.
- Internet filters are in place to block extremist material.
- There are clear protocols for ensuring that visiting speakers are suitable and appropriately supervised.

The DSL might refer to evidence like:

- Safeguarding policy addresses the risks of being drawn into terrorism.
- A training log of staff who have received up to date training.

Are staff trained to recognise indicators of serious violent crime?

What to look for in an answer:

- Staff are aware that indicators include:
 - Unexplained gifts or new possessions – these could suggest children have been approached by or are involved with individuals associated with criminal networks or gangs.
 - Increased absence from school
 - Changes in friendships or relationships with older individuals or groups
 - Significant decline in performance
 - Signs of self-harm or significant change in wellbeing
 - Signs of assault or unexplained injuries

The DSL might refer to evidence like:

- A training log of staff who have received up-to-date training on serious violent crime.
- Safeguarding policy addressing the risk of serious violent crime and measures in place to manage them.

What are our local safeguarding arrangements and how are these implemented?

What to look for in an answer:

- A clear process for reporting safeguarding issues and child deaths under the latest local arrangements

The DSL might refer to evidence like:

- Inclusion of local reporting arrangements in the safeguarding policy
- Communication to the senior leadership team, DSL, and governing board about any changes

Can you do everything that you need to do in your role? What can't you do? What can I do to help you?

You need to support your DSL as well as challenging them. Ask if they feel they have the time, resources, and training to carry out their job effectively.

If your DSL is struggling, tell their next level of management. This might be your principal, chair of governors, Trust Safeguarding Manager, Trust LAC/PLAC link or CEO.

Have all LAC reviews been attended by school?

- If LAC reviews have not been attended, clarify why this is the case. If an LA runs LAC reviews without involving the school, encourage the designated teacher to request attendance with the social worker/Independent Reviewing Officer (IRO).

Have all looked after children's PEPs (Personalised Education Plan) been updated this term? If not, when are these due?

- Seek clarity these have been completed and which PEP system is used by the relevant Local Authority. Question if actions set on PEPs are communicated with staff and how this information is communicated.

Has the school requested appropriate Pupil Premium Plus funding from the Virtual School?

- If no additional funding has been requested, seek clarity as to why this is.

Useful resources for the Safeguarding link governor include:

- DfE guidance: Keeping Children Safe in Education
- DfE guidance: The Prevent duty
- NGA e-module: Compliance - Safeguarding: The Governor's Role



Appendix H (c) Safeguarding & LAC Link Governor template

Safeguarding report to the governing board

Staff safeguarding training

Role	Number of staff	Date of training	Training attended
Teaching staff			
Support Staff			
Admin staff			

Safeguarding cases

	Number of pupils
Pupils on CP plan	
Pupils on Child in Need plan	
Undergoing section 17 assessment	
Undergoing section 47 assessment	
Pupils open to external Early Help/Family Support	
Early Help cases (TEAM)	
Referrals to social care	
Referrals not meeting threshold	

Incident reporting

	Number
Child on child incidents	
Sexual violence and harassment incidents	
Online safety incidents	
Racist incidents	
Homophobic incidents	
Mental health concerns	
Allegations made against staff	

Vulnerable Pupils

	Number of pupils
Pupils with an EHC plan	
Pupils at SEN Support	
Pupil premium (PP)	
PP and SEN combined	
Looked after children (LAC)	

Attendance and Suspensions

Area	Number
Pupils attending offsite AP	
Pupils on reduced/bespoke timetables	
Suspensions	
Permanent exclusions	
Attendance	
Number of pupils being persistently absent (90-50%)	
Number of pupils below 50%	

Review dates and updates to relevant policies and procedures

Policy	Date of last review	Next review

Safeguarding updates for staff, pupils and parents

Date	Update	Evidence

School level and Trust Quality Assurance

Strengths

Areas to develop	Actions to achieve this

Appendix H (d) SEND, Vulnerable Groups & Inclusion Link Governor

Main purpose of the role:

The SEND Link Governor takes lead from the Local Governing Body (LGB) on key aspects of the curriculum, teaching and learning in the school, undertaking work between LGB meetings, and reporting back to other governors.

Link Governors are 'Paired up' with member(s) of the Schools Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, Link Governors also have access to support, advice, and guidance from Trust Officers such as the School Improvement Leads, Clerks, CFO, and the CEO as and when they require it.

The governing board and School have a responsibility to safeguard and promote the welfare of children, according to the statutory guidance Keeping Children Safe in Education (KCSIE). The governing board must comply with its duties outlined in part 2 of KCSIE and make sure that policies and procedures within TEAM Education Trust schools are effective and comply with the law.

The Link Governor for SEND will

- Understand the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- Monitor all aspects of SEN and disability provision and report back to the governing board on these, including providing information about any issues related to SEN and disability.
- Make sure that the everyday activities of the schools are inclusive for all students, including those with SEND.
- Ensure that the schools meet the needs of pupils with SEN and disabilities and provide appropriate provision.
- Ensure the schools are making reasonable adjustments in line with the Equality Act 2010
- Monitor the progress of pupils with SEND and report back to the governing board on these.
- Make sure the schools within the Trust have a suitable and up-to-date SEN information report and policy and that this is published on the school's website.
- Ensure the schools have appointed a SENCO (special education needs coordinators) and they have received appropriate training.
- Meet regularly with the SENCOs (special education needs coordinators) to discuss each school's SEND provision, budget, and resources.
- Make sure SEND is considered in any budget discussions.
- Attend training on the role of the SEND governor, as appropriate.

Key questions for the Link Governor for SEND

The following are intended to be suggested points of enquiry for the Link Governor. The list is not exhaustive.

- Is the school SENDCo (Special Educational Needs Coordinator) qualified or on the national qualification of SEND Coordination?
- What additional training has the school SENDCo received?
- How well are students with SEND performing compared to their peers?
- Are there any current issues within the school linked to SEND provision?
- What is the school doing to ensure inclusive provision?

- Are there any additional actions which need to take place to further improve the inclusivity of the school?
- What provision is in place for students with SEND?
- What reasonable adjustments has the school made?
- What is the impact of the provision provided for students with SEND – link to budget and resources?
- Has the SEN information report been updated for this year?
- Has the SEN policy been reviewed recently?
- Is the website compliant in terms of information presented linked to SEND?
- How do we celebrate the achievement of all learners?
- How do we make sure the curriculum supports the needs of all pupils/students?
- How do we make sure all pupils/students can access the curriculum?
- How do we ensure we operate an inclusive admissions policy?
- How do we assess the diversity of our workforce and what strategies are in place to improve this?
- What steps have we taken to address the risk of bias and discriminatory behaviour by school leaders and all school staff? How have we assessed the impact of these steps?
- How do we ensure all parents can engage with the school and that their voices are heard?
- What opportunities are there for us to become a more inclusive school?
- How does the school promote inclusion? (For example, through events and displays)
- Do pupils feel happy and safe in school? How do we know?
- How does the school tackle all types of bullying, including racist, homophobic, biphobic and transphobic bullying?

Useful resources for the SEND, Vulnerable Groups and Inclusion link governor include:

- Equality and diversity: A practical guide for governors and trustees - NGA Learning Link Module
- Equality and diversity: responsibilities, culture, and impact: a guide for governing boards - National Governance Association

Appendix H (e) Wellbeing and Pupil Premium Link Governor

Main purpose of the role:

The Wellbeing and Pupil Premium Link Governor takes lead from the Local Governing Body (LGB) on key aspects of the curriculum, teaching and learning in the school, undertaking work between LGB meetings, and reporting back to other Governors.

Link Governors are 'Paired up' with member(s) of the Schools Senior Leadership Team who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, Link Governors also have access to support, advice, and guidance from Trust Officers such as the School Improvement Leads, Clerks, CFO, and the CEO as and when they require it.

Key Questions for Link Governors for Wellbeing & Pupil Premium

- How routinely does the school consult with parents and carers?
- How inclusive is this consultation?
- What trends are there in relation to pupil absence?
- What action is the school taking to address poor attendance, and how can governors support the work of the school in this area?
- What trends are there regarding behavioural incidents?
- What action is being taken to address this - i.e., changes in curriculum planning, new interventions, changes in staffing and staff training etc.?
- What additional steps does the school take to engage parents/carers of the most vulnerable learners?
- What is the relationship between the most vulnerable learners and those eligible for pupil premium?
- How is the wellbeing strategy deployed across the school (Staff questionnaires and feedback)?

Appendix H (f) Community and Business Link Governor

Main Purpose of the role:

The Community and Business Link Governor takes lead from the Local Governing Body (LGB) on key aspects of the curriculum, teaching and learning in the school, careers, advice, and guidance promotion for raising aspirations and supporting cultural capital development undertaking work between LGB meetings and reporting back to other Governors.

Link Governors are 'Paired up' with member(s) of the Schools Senior Leadership Team or key staff with separate responsibilities who will help support their work and ensure that they are supported in their thinking and acting in the role.

In addition, Link Governors also have access to support, advice, and guidance from Trust Officers such as the School Improvement Leads, Clerks, CFO, and the CEO as and when they require it.

Key Questions for Link Governors for Community and Business

- How routinely does the school consult with parents and carers are the provisions provided to equip the children/ young people for life beyond school?
- Does the school have a good grasp of the requirements of the Gatsby Benchmarks?
- What has the school implemented to address careers and the world of work in school?
- What has the school implemented to address developing cultural capital opportunities in school?
- What action is being taken to address careers, the world of work and cultural capital - i.e., changes in curriculum planning, new interventions, changes in staffing and staff training etc.?
- What additional steps does the school take to engage parents/carers of the most vulnerable learners in relation to the wider community and business?
- How does the school engage with the local community?
- What transition arrangements exist for beyond Primary/ into Adulthood/ further training and employment?

Appendix J (a-j); Members, Trust Board and Local Governing Body standardised agenda templates.

Appendix J (a) – Pre-meeting Agenda with CEO and GA - 1.5 hours on 6/9/24

Agenda item	Item		
01	<p>DISCUSSION: Training.</p> <ul style="list-style-type: none"> • Safeguarding • GDPR • Cybersecurity • AI Training • Any Smart log • Training Sessions provided by TEAM – dates/content • Completion of Form A/B • What does NGA offer – guides for printing <p>Discuss approach for completion</p>	CEO/GA	15 mins
02	<p>COMPLETE: On Governor Hub</p> <ul style="list-style-type: none"> • Declaration of business interests. • Confirmation KCSIE read • Any New/Resignations, advise Clerk • Ensure GIAS correct with CFO <p>GA to check on Governor Hub prior to meeting</p>	CEO/GA	10 mins
03	<p>DISCUSSION: Governance Handbook</p> <ul style="list-style-type: none"> • Any further amendments • Appendix U – any changes to dates/content 	CEO/GA	20 mins
04	DISCUSSION: Governance Review for 2025 - planning	CEO/GA	10 mins
05	<p>DISCUSSION: Meeting approaches for LGB.</p> <ul style="list-style-type: none"> • GA to attend all LGB Board meetings • GA complete attendance logs 	CEO/GA	10 mins
06	<p>DISCUSSION: Induction programme for Members, Trustees and Governors</p> <ul style="list-style-type: none"> • 1-1 as soon as possible with new person/people • Content to discuss, documents to share, access to Governor Hub • Meet Principal of School • Meet Chair for School • Tour of School • Training to complete and documents 	CEO/GA	15 mins
07	<p>DISCUSSION: dates for:</p> <ul style="list-style-type: none"> • CEO Cafes • Joint Chairs meetings and content i.e. LGB Action plan • Events – TEAM September day, February Joint Meetings, TEAM Celebration Event 	CEO/GA	10 mins

Appendix J (b) – Local governing body full board – 2 hours

The CEO and CFO are available to attend the LGB for a Q&A session, this needs to be planned carefully by the principal in advance using the Trust GA. It is expected this the CEO and CFO will be invited to one full board per year for this to take place.

Additionally, the CFO will attend the LGB Committee for Strategy, Audit, Finance and Risk in March to share the budget set for the following year. The CFO can provide a financial presentation to support the principals with their meetings if this is arranged two weeks in advance.

Agenda item	Item	Lead	Time
01	Welcome and apologies for absence	Chair	2 mins
02	Declarations of business interest	All	2 mins
03	INFORMATION: Membership <ul style="list-style-type: none"> • Attendance requirements. • Vacancy update. • End of terms of office. • GIAS check. • Governor Roles linked to the Governance Handbook. 	Clerk	5 mins
04	APPROVAL: of the local governing body minutes <ul style="list-style-type: none"> • Matters arising. • Actions. 	All	4 mins
05	INFORMATION: Document purpose – Governance handbook page 14	Chair	2 mins
06	INFORMATION: Chair's or Vice Chair's emergency action since last meeting.	Chair	2 mins
07	INFORMATION & DISCUSSION: Reminder from the Chair of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust.	Chair	4 mins
08	INFORMATION & DISCUSSION: LGB update: <ul style="list-style-type: none"> a) areas of strengths, concerns, b) Review School Improvement Plan, c) Review LGB's, action plan 	All Principal Chair	10 mins
School Progress			
09	INFORMATION & DISCUSSION: Principal's report <ul style="list-style-type: none"> a) Staffing updates. b) Context and admissions update. c) Safeguarding. d) Attendance monitoring (pupils and staff). e) Health, safety, and premises. f) GDPR (breaches/DPIA's). g) Action Plan (end of Term (1,3 & 6) update Principal and Chairs 	Principal	30 mins

10	INFORMATION: Pupil progress and curriculum updates	Principal	10 mins
11	INFORMATION: SEND/Inclusion and Vulnerable groups updates	Principal	10 mins
12	INFORMATION: Catch up funding, spend and impact report	Principal	10 mins
13	INFORMATION & DISCUSSION: Budget update (financial year)	Principal	10 mins
14	INFORMATION & DISCUSSION: Consider any risks to the school/Trust Report to CEO/DCEO asap	Principal & Chair	5 mins
Governor Reports/Reports to Governors			
15	INFORMATION: Governor Virtual training and development	All	5 mins
16	INFORMATION: Governor monitoring – year plan (Autumn term) Governor monitoring progress (Spring/Summer term)	All	10 mins
Concluding Items			
17	INFORMATION: Complaints	Principal	5 mins
18	INFORMATION & DISCUSSION: Stakeholder Involvement/feedback		5 mins
19	INFORMATION: Correspondence	Chair	5 mins
20	INFORMATION : Chair/Vice Chair signatures on documents	Chair	2 mins
21	INFORMATION: Confirm arrangements and dates of future meetings	All	2 mins
22	INFORMATION: Determination of confidentiality and communication. Identify any items which should remain confidential to the governing body and minuted separately.	All/Clerk	2 mins
23	Reflection and Prayer	All	2 mins

NB: Principal Reports only prepared for Full Board Meetings

Appendix J (c) – Local governing body committee – Curriculum, Personnel, Pupil and Progress – 1.5 hours

Agenda item	Item		
01	Welcome and apologies for absence.	All	2 mins
02	Declaration of business interests (formal documents returned) (GA Report)	All	2 mins
03	APPROVAL: of the previous minutes, matters arising and actions	All	4 mins
04	INFORMATION: Document purpose - Governance handbook page 14	Chair	2 mins
05	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	4 mins
06	INFORMATION: School assessment data update	Principal	10 mins
07	INFORMATION: Pupil Premium and Sports premium Funding impact and spend	Principal	10 mins
08	INFORMATION & DISCUSSION: Stakeholder Involvement/feedback	Principal	5 mins
09	INFORMATION: Staffing: <ul style="list-style-type: none"> • Well-being. • Attendance/absences. • CPLD. 	Principal	10 mins
10	INFORMATION: Pupils: <ul style="list-style-type: none"> • Well-being. • Attendance/absences. • Behaviour. • Safeguarding. • TEAM Belonging 	Principal	10 mins
11	INFORMATION: SEND/Inclusion and Vulnerable groups updates	Principal	5 mins
12	INFORMATION: Equality, diversity, and inclusion Objectives: - <ul style="list-style-type: none"> • review, progress and impact towards the objectives for TEAM. 	Principal & Chair of LGB	5 mins
13	INFORMATION & DISCUSSION: Consider any risks to the School/Trust. Report to CEO/DCEO asap.	All	5 mins
14	INFORMATION: Confirm dates of future committee meetings: -	All	2 mins
15	INFORMATION: Determination of confidentiality and communication.	All/Clerk	2 mins
16	Reflection & Prayer	All	2 mins

NB: Verbal reports and presentations expected from Principals

Appendix J (d) – Local governing body committee – Strategy, Audit, Finance and Risk – 1.25 hours

Agenda item	Item		
01	Welcome and apologies for absence	All	2 mins
02	Declaration of business interests (formal documents returned)	All	2 mins
03	APPROVAL: of the previous minutes, matters arising and actions	All	4 mins
04	INFORMATION: Document purpose - Governance handbook page 14	Chair	2 mins
05	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	4 mins
06	INFORMATION & DISCUSSION: Receive financial report and monitor financial position against budget	All	10 mins
07	INFORMATION: Standard items – financial: <ul style="list-style-type: none"> • Virements. • Disposals and write-offs. • Approval of contracts or quotations. • Approval of quotations. 	Principals	10 mins
12	INFORMATION & DISCUSSION: Consider any Risks to the School or Trust. Report to CEO/DCEO asap	All	5 mins
13	INFORMATION: Confirm dates of future committee meetings: -	All	2 mins
14	INFORMATION: Determination of confidentiality and communication.	All/Clerk	2 mins
15	Reflection & Prayer	All	2 mins

NB: Verbal reports and presentations expected from Principals

Appendix J (e) – Local governing body committee – Premise & Sustainability – 1 hour

Agenda item	Item		
01	Welcome and apologies for absence.	All	2 mins
02	Declaration of business interests (formal documents returned)	All	2 mins
03	APPROVAL: of the previous minutes, matters arising and actions	All	5 mins
04	INFORMATION: Document purpose – Governance handbook page 14	Chair	2 mins
05	APPROVAL & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	5 mins
06	INFORMATION: Building and Premises. <ul style="list-style-type: none"> Update on CIF bids. 	Principals	5 mins
07	INFORMATION: Health and Safety. <ul style="list-style-type: none"> Annual audit update. Risk assessments. Incident and accidents reporting. Staff training. 	Principals	10 mins
08	INFORMATION: Other updates. <ol style="list-style-type: none"> GDPR Breaches. Technology. Co-location update (if relevant) 	Principals	10 mins
09	APPROVAL: Policies/Procedures for review and approval	All	5 mins
11	INFORMATION & DISCUSSION: Consider any risks to the School/Trust. Report to CEO/DCEO asap	All	5 mins
12	INFORMATION: Confirm dates of future committee meetings: -	All	2 mins
13	INFORMATION: Determination of confidentiality and communication	All/Clerk	2 mins
14	Reflection & Prayer	All	2 mins

NB: Verbal reports and presentations expected from Principals

Appendix J (f) – Full Trustees Board – 2 hours

Agenda item	Item	Lead	Time
01	Welcome and apologies for absence.	Chair	2 mins
02	Declarations of interest.	Chair	2 mins
03	APPROVAL: of Minutes from the last meeting held on...	All	5 mins
04	INFORMATION: Document purpose - Governance handbook page 14	Chair	2 mins
05	APPROVALS: between meetings, acknowledgement and sign off	All	5 mins
06	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	All	5 mins
07	INFORMATION: Committee Feedback & Actions from Chairs of Committees CEO Report – Information and Q & A	CofC CEO	15 mins 15 mins
08	INFORMATION: Trust and School Summary from STIM – High Quality Trust Descriptors for High Quality and Inclusive Education, School Improvement, Workforce, Finance, Operations, Governance and Leadership. Trustee/Exec Pillar Meetings Week commencing 13/1/25, 5/5/25 & 21/7/25	DofT	10 mins
09	INFORMATION: Performance of Trust including: <ul style="list-style-type: none"> • Financial review, • Education, • Health and safety premise, • Technology and security • GDPR • Statutory Compliance: EHCPs • SEND/Inclusion and Vulnerable groups updates 	CFO/ CEO CEO CEO Inc Man	20 mins
10	INFORMATION: Year (INSERT PREVIOUS) partnership review outcomes pre-Education section	CEO	10 mins
11	INFORMATION: Risk Management	CEO	5 mins
12	INFORMATION: Year (INSERT CURRENT) Business Plan and development of Year (INSERT FUTURE YEAR) Business Pan	CEO	10 mins
13	INFORMATION: CIF update and CIF plan for (INSERT YEAR)	CEO	5 mins
14	INFORMATION & DISCUSSION: Stakeholder involvement/feedback	CEO DofT	5 mins
15	FEEDBACK: From Trust Council (pupil involvement)		5 mins
16	APPROVAL: of CEO performance management AUTUMN TERM	CEO	5 mins
17	INFORMATION & DISCUSSION: Consider any risks to the Trust or Schools	All	5 mins
18	APPROVAL: of Policies for Review	CEO	5 mins
19	INFORMATION: Confirm arrangements and dates of future meetings: -	All	2 mins
20	INFORMATION: Determination of confidentiality and communication. Identify any items which should remain confidential to the governing body and minuted separately.	All/ clerk	2 mins
21	Reflection & Prayer	All	2 mins

Appendix J (g) – Trust committee – Strategy, Audit, Finance and Risk – 1.5 hours

Agenda item	Item	Agenda	Time
Standard Introductory Items			
01	Welcome and apologies for absence	CEO	1 min
02	Declarations of interest	All	2 mins
03	APPROVAL: Appointment of Committee Chair	All	2 mins
04	APPROVAL: Minutes from last meeting and matters arising	All	2 mins
05	INFORMATION: Document Purpose - Governance handbook page 14	Chair	2 mins
06	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	3 mins
07	INFORMATION & APPROVAL: Annual review of terms of reference for recommendations to the Trust Board	All	3 mins
External Audit			
08	INFORMATION: Update on Audit.	CFO	5 mins
Financial Items			
09	INFORMATION: Receipt of CFO report to include: a. Most recent monthly management accounts. b. Income and expenditure account. c. Variation to budget report. d. Cash flow report. e. Balance sheet. f. Traded Services & SLA`S (Impact with Support)	CFO EH Manager	10 mins 2 mins
10	INFORMATION & DISCUSSION: Confirm financial viability – led by CFO	All	3 mins
11	INFORMATION: Standard financial items: a. Virements. b. Disposals and right-offs. c. Approval of contracts. d. Approval of expenditure. e. Assessment of financial risks. f. Investment's report. g. Report on financial transactions requiring ESFA approval. h. Report on related party transactions.	CFO	10 mins

Key Financial Performance Indicators / Benchmarking Information/STIM High Quality Trust Descriptors			
12	INFORMATION: Receive report on key financial performance indicators STIM – High Quality Trust Descriptors report on Finance, Operations, Governance and Leadership.	CFO	3 mins
13	DISCUSSION & APPROVAL: Agree key financial performance indicators for the year (AUTUMN TERM)	All	3 mins
14	DISCUSSION: Agree benchmarking information to be received by the committee (AUTUMN TERM)	All	3 mins
Internal Audit			
15	INFORMATION: Presentation of internal audit report from Internal Auditor	CFO	10 mins
Risk Management			
16	INFORMATION & DISCUSSION: Consider all financial and operational risks	CFO & CEO	5 mins
17	INFORMATION: Contingency and business continuity planning	D of T	2 mins
18	INFORMATION: Receive report on risk protection arrangements including insurance	CFO	2 mins
Personnel			
19	INFORMATION: Confidential report on staffing items	CEO	2 mins
20	INFORMATION: Amendments to the staffing structure	CEO	2 mins
21	INFORMATION: Executives' pay report	CFO	2 mins
22	INFORMATION & DISCUSSION: Report on whistleblowing procedures, including confirmation of appointment of voting on at least one trustee and one member of staff, (HR Manager) who other staff can contact to report concerns	CEO	3 mins
23	INFORMATION: Report on special payments, including staff severance payments, compensation payments, ex gratia payments	CFO	2 mins
Policies			
24	APPROVAL: of policies	CEO	3 mins
Final Items			
25	INFORMATION & DISCUSSION: Stakeholder Involvement/feedback	CEO DoT	5 mins
26	Consider any risks to the Trust or Schools	All	5 mins
27	DISCUSSION: Agenda items for next meeting	All	2 mins
28	INFORMATION: Agreement of confidentiality items, to be recorded in a confidential appendix. Identification of confidentiality within documents received	All/clerk	2 mins
29	INFORMATION: Confirm dates of future meetings	All/clerk	1 min
29	Reflection & Prayer	All	2 mins

Appendix J (h) – Trust committee – Curriculum, Personnel, Pupil and Progress – 1 hour

Agenda item	Item		
01	Welcome and apologies for absence.	All	1 min
02	Declaration of business interests (formal documents returned)	All	2 mins
03	APPROVAL: of the previous minutes, matters arising and actions	All	4 mins
04	INFORMATION: Document purpose – Governance handbook page 14	Chair	2 mins
05	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	4 mins
06	INFORMATION: Review of the KPIs relating to Education and Achievement Summary of Achievement including STIM – High Quality Trust Descriptors for School Improvement, high quality education & Workforce	CEO DofT	6 mins
07	INFORMATION: School Improvement – Quality Assurance and Deep Dive outcomes Cycle and outcomes	CEO	6 mins
08	INFORMATION: Staffing: - <ul style="list-style-type: none"> Well-being. Attendance/absences. Workload updates review 	CEO With HR Manager Wellbeing lead for TEAM	8 mins
09	INFORMATION: Pupils: - <ul style="list-style-type: none"> Well-being. Attendance. Behaviour. Safeguarding. 	CEO CEO	8 mins
10	INFORMATION: SEND/Inclusion and Vulnerable groups updates	CEO CEO	4 mins
11	INFORMATION: Equality, diversity, and inclusion Objectives: - <ul style="list-style-type: none"> Review, progress and impact towards the objectives for TEAM. 	E, A & S Man	4 mins
12	APPROVAL: Policies/Procedures for review and approval	All	4 mins
13	INFORMATION & DISCUSSION: Stakeholder Involvement/feedback	CEO DofT	5 mins
14	INFORMATION & DISCUSSION: Consider any risks to the Trust or Schools	All	5 mins
15	INFORMATION: Confirm dates of future committee meetings: -	All	2 mins
16	INFORMATION: Determination of confidentiality and communication.	All/Clerk	2 mins
16	Reflection & Prayer	All	2 mins

Appendix J (i) – Trust committee – Premise & Sustainability 1 hour

Agenda item	Item		
01	Welcome and apologies for absence.	All	1 min
02	Declaration of business interests (formal documents returned)	All	1 min
03	APPROVAL: of the previous minutes, matters arising and actions	All	4 mins
04	INFORMATION: Document purpose – Governance handbook page 14	Chair	2 mins
05	INFORMATION & DISCUSSION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	All	4 mins
06	INFORMATION: Building and Premise. <ul style="list-style-type: none"> • Land update. • Update on CIF bids. • Risk register actions. 	CEO	10 mins
07	INFORMATION: Health and Safety. <ul style="list-style-type: none"> • Annual audit update. • Risk assessments. • Incident and accidents reporting. • Staff training. • Risk register actions. 	CEO	15 mins
08	INFORMATION: Other updates; (CEO) with CEO & CFO <ol style="list-style-type: none"> a. GDPR Breaches. d. Technology and Cyber Security. e. Co-location update (CEO) 	CEO with CEO	10 mins
09	APPROVAL: Policies/Procedures for review and approval	All	5 mins
10	DISCUSSION: Consider any Risks to the Trust and Schools	All	5 mins
11	INFORMATION: Confirm dates of future committee meetings: -	All	1 min
12	INFORMATION: Determination of confidentiality and communication	All/Clerk	2 mins
13	Reflection & Prayer	All	2 mins

Appendix J (j) – Annual General Meeting for Members – 2 hours

Agenda item	Item	Agenda	Time
01	Welcome and introductions	Chair	1 min
02	Declarations of interest	Chair	1 min
03	Apologies and quorum	Chair	1 min
04	APPROVAL: of previous minutes and matters arising	Chair	5 mins
05	INFORMATION: Document purpose – Governance handbook page 14	Chair	2 mins
06	INFORMATION: Chair to remind everyone of mission, vision, and values and that the governance tiers should hold these values when decision making for the good of the school and Trust	Chair	5 mins
07	INFORMATION & DISCUSSION: Role of members for the coming year including consideration of how <i>'to be kept informed about Trust business so they can be assured that the board is exercising effective governance'</i>	Chair	5 mins
08	INFORMATION & DISCUSSION Lessons Learnt from our work this year	CEO	5 mins
09	INFORMATION & DISCUSSION: Annual report and accounts for previous year: Key Summary Points	CEO	5-10 mins
10	INFORMATION & DISCUSSION: Key audit issues	CFO	5-10 mins
11	INFORMATION & DISCUSSION: Overview of progress and developments within the Trust since the previous AGM – CEO and Chair of Trustees. <ul style="list-style-type: none"> • Mission, Vision, and Strategy (sharing of the 4-pillar business plan) – invite Executives to share their business plan pillar. • Current Central Team structure and capacity discussion. • Current Education situation across the schools and school improvement support. • SEND/Inclusion & Vulnerable groups updates • Equality, diversity, and inclusion Objectives: review, progress, and impact towards the objectives for TEAM. • Wider Strategy discussion and approvals of direction. 	CFO DoF DoFE HR Man CEO CEOO E, A&SG Man CEO	20 mins 5 mins 10 mins 5 mins 5 mins 10 mins
12	INFORMATION & DISCUSSION: Growth plan for TEAM	CEO	10 mins
13	INFORMATION: Governance current position and Year 3 Review	CEO	10 mins
14	APPROVAL: Appointment of auditors	CFO	2 mins
15	INFORMATION & DISCUSSION: Consider any Risks to the Trust and Schools	CEOO	5 mins
16	DISCUSSION: AOB – chair to be notified 7 days in advance of meeting	Chair	5 mins
17	INFORMATION: Date of next meeting	Clerk	1 min
18	INFORMATION: Identification of any areas of confidentiality for the purpose of the minutes	Clerk	2 mins
19	Reflection & Prayer	All	2 mins

Appendix K; Principal reporting template:

Principals/Chairs of LGB can complete this form to provide information to the Trustees.

School name:	
Principal/Chair of LGB submitting the information:	
Date:	
Specific questions requiring a response:	

Commentary can include changes to membership, and vacancy requirement, areas of strengths from the school's self-evaluation, concerns around the school improvement plan, and any risks identified, plus commentary from the LGB's that is important for the CEO and Trustees to consider.

Appendix L; Principal Report template to Full Governing Body

Principals (complete 3 weeks prior) for full Governor Meetings

LEADERSHIP
<ul style="list-style-type: none">• School Improvement Plan and External reports• Governance (action plan) • Senior Leadership• Succession Arrangements• Ongoing Capacity Building• Leavers• New Starters • Subject Leadership• Subject Leadership Responsibilities• Workload and Wellbeing• Equality, Diversity & Inclusion objectives being monitored
TEACHING & LEARNING
CURRICULUM

CURRICULUM ENHANCEMENT - ADDITIONAL INFORMATION AND EVENTS

- Curriculum enhancement - additional information and events, including updates on the inclusion quality mark and arts mark award, including Kindness Curriculum and TEAM8.

COVID RECOVERY**PUPIL PREMIUM****SEND****ATTENDANCE****BEHAVIOUR / PERSONAL DEVELOPMENT****SAFEGUARDING, DATA PROTECTION, RISK & CYBER SECURITY****SITE****PARENTS/EVENTS/COMMUNITY INVOLVEMENT**

ADDITIONAL INFORMATION

FINANCE

STAFF DATA

ABSENCE	Sickness (paid leave)	Sickness (unpaid leave)
Teachers	Days	days
Non-Teaching Staff	Days	days

PUPIL DATA

STAFFING: WORKLOAD / WELLBEING

COMPLAINTS

RISKS ACROSS THE SCHOOL

Education, finance, operations, premise & estates, and compliance



Appendix M; Governor Record of Visit form:

Chair of Governors and Governors to complete. (Each school will be forwarded their own forms)

Governors do not undertake lesson observations but visit classrooms to understand the working of the school. Feedback must not contain evaluative or judgmental comments about the quality of teaching and learning. This is not the purpose of any visit to school.

Name of Governor:					Date of visit.					
PURPOSE OF VISIT										
Actions Since last visit:						Completed				
•						•				
LINKS WITH THE SCHOOL IMPROVEMENT PLAN										
Key Priority 1	Key Priority 2	Key Priority 3	Key Priority 4	Key Priority 5	Key Priority 6					
Action point	Action point	Action point	Action point	Action point	Action point					
GOVERNOR COMMENTS										
CURRICULUM										
Active learning	Collaboration and peer to peer support	Outdoor learning	Hands on/practical learning experiences	Encourages independence	Language rich	Challenge	Motivating and stimulating learning environment	RESPECT code	Aspirational/preparing for next steps	Inclusive
LEADERSHIP AND MANAGEMENT										

QUALITY OF EDUCATION

PERSONAL DEVELOPMENT

BEHAVIOUR AND ATTITUDES

QUALITY OF EDUCATION IN THE EARLY YEARS

Questions I have:

Actions that I need to put in place:

Signature of Governor:

Date:



Appendix M(a) Trustee Record of Visit Form

This form should be filled in by link Trustee board members - for learning walks at your link school and submitted with the paperwork for the next Trust Board meeting following the visit.

As the role of link trustee is a strategic one, themes should be captured rather than detailed reports. Any issues or concerns should be raised directly with the Principal & CEO.

Name	
Link Area	
Date of Report Feedback	
School Visit Feedback	
Date of visits	
Schools visited	
Themes or areas discussed (please add themes, e.g. safeguarding, outcomes etc. in this area)	
Discussed post-meeting with Principal (yes/no)	
Discussed post-meeting with CEO (yes/no)	
Discussions with Principal/CEO	
Please add key themes and schools from discussion that have taken place (outside of School visits) with Principal/CEO	
Have issues been raised with the CEO as a follow up to these discussions (yes/no)	
CEO Meeting	
Date of meeting	

Protocol for feeding back to Principal & Governors

- After the visit, email the principal with any comments/questions.
- Principal to reply to Governor by email.
- Governor to complete the sections – Key points arising for the GB with the Principals response.
- Governor to email the completed Record of Visit (ROV) to the Clerk who will distribute it to all Governors and add it to the next appropriate agenda & will also file in ROV file in school.
- Governors to complete sections of the action tracker to provide an evidence trail of answers to questions, actions arising and the impact this has had on teaching and learning.

Appendix N; Example Governor Record of Visit form: Record of Visit (ROV)

Governors do not undertake lesson observations but visit classrooms to understand the working of the school. Feedback must not contain evaluative or judgmental comments about the quality of teaching and learning. This is not the purpose of any visit to school.

Name of Governor: XXX		Date of visit: XXX								
PURPOSE OF VISIT										
SEND Walk with XXX Principal and XXX SENDCO (Special Educational Needs Coordinator)										
LINKS WITH SCHOOL IMPROVEMENT PLAN										
Key Priority 1	Key Priority 2	Key Priority 3	Key Priority 4	Key Priority 5	Key Priority 6	Key Priority 7				
Action point	Action point	Action point	Action point	Action point	Action point	Action point				
X	X	X	X							
GOVERNOR COMMENTS										
CURRICULUM										
Active learning	Collaboration and peer to peer support	Outdoor learning	Hands on/practical learning experiences	Encourages independence	Language rich	Challenge	Motivating and stimulating learning environment	RESPECT code	Aspirational/preparing for next steps	Inclusive
x	x		x	x	x	x	x	x	x	x

LEADERSHIP AND MANAGEMENT

SENDCO for (SCHOOL NAME) is overseen by both (SENDCO) and (PRINCIPAL), although SENDCO is only in one day a week, (SCHOOL NAME) has a high number of SEND children, a few with very complex needs.

QUALITY OF EDUCATION

The classroom walks:

Year 1 The Folder had not been signed.

Year 1/2 a lot of aids on desks, there was a book rest for a boy that had been highlighted before. It was evident that after the first walk lots of visual aids had been added.

Year 3/4 The folder had no photos, they had not been signed, the toolbox was almost empty, but I could not see anything out. There were aids on tables to help but more visual things were needed.

Year 4/5 Parental signatures needed and some without photos. Once again, not much in the toolbox.

Year 6 A lot still writing with pencil, the toolbox was almost empty.

The overall view was some improvement, the seating plan seemed better and children were helping each other, The school seemed calm but also the children were engaged.

PERSONAL DEVELOPMENT

The SEND children were mixing well in class and some aids had been provided i.e., Book Rest.

We then went through each class highlighting what additional support each child required. This was input so that at any time anyone could see if required tracking progress of SEND pupils.

There was to be a meeting with each teacher to discuss the walk's observations.

BEHAVIOUR & ATTITUDES

The children were well behaved, engaged and enjoying lessons. It is obvious they enjoy it when (PRINCIPAL) is in class

QUALITY OF EDUCATION UN THE EARLY YEARS

The quality of EYFS has improved, the children were calm and reactive to the tasks they were working on.

Questions I have:

I still have concerns about SENDCO only in for one day, also that day she had a meeting she had to go to, which meant (SCHOOL NAME) only had 1/2 a day.

Actions that I need to put in place:

Continue monitoring the SEND provision at (SCHOOL NAME)

Actions to be completed by...

(GOVERNOR NAME)

Signature of Governor:
(XXX)

Date: 08 Jan 2024

Appendix O: Example of CEO/Chair of Governors Agenda T.E.A.M. Education Trust

Agenda CEO/Chair of Governors Meeting

Date..... Time..... Face to face or link provided



Attendees: CEO, LGB Chair of Whaley Thorns Primary School, LGB Chair of Model Village Primary School, Chair of Stubbin Wood School, and Nursery, LGB Chair of Caunton Dean Hole School, GA.

Item	Description	Lead
1.	Welcome	CEO/All
2.	Trust Updates (including growth and Governance Review recommendations)	CEO/All
3.	TEAM priorities for 2024/25	CEO/all
4.	Governance Handbook updates	CEO/All
5.	Planning for next year including the expectation of the LGB action plan and Performance Management of Principals	CEO/All
7.	AOB	All

Example



Appendix P; Governor Vacancies EXAMPLE

(Each school can adapt to their own site by changing details/photos etc.)

Governor Vacancies

Making a real difference to young lives at Stubbin Wood School & Nursery

The Stubbin Wood School & Nursery is based in Shirebrook, on the border of Nottinghamshire and Derbyshire. We are a school for children and young people with special educational needs and disabilities (SEND) and our governors have a significant opportunity to make a real, positive impact on the positive educational experience our students have whilst learning with us and their lives on leaving us.

We are seeking to appoint four school governors to develop our capacity and skills to support our growth and development in a post-COVID world of education. We particularly seek applications from individuals who can bring insight and experience to support:

- Education (SEND/inclusion)
- Safeguarding
- Nurturing wellbeing – in staff and students
- Business & enterprise

Governors and trustees are expected to attend three Local Governing Body Board meetings per year and, depending upon their knowledge and skill, may be invited to join one of the sub committees for strategy, finance, audit & premises or curriculum, personnel, and pupils. We ask that our Governors are willing to participate in the life of the school between meetings, commit to training and act in an ambassadorial role for our school and our Trust, the TEAM Education Trust.

Meetings are held on weekdays, in the early evenings, at our main site in Shirebrook. Appointments are for four years (terms may be renewed).

About Stubbin Wood School

Stubbin Wood School & Nursery provides education for pupils aged 2-19. We are members of the TEAM Education Trust multi academy trust.

The school's role is broad and complex and offers provision and support to those with profound and multiple disabilities and those with severe learning difficulties and autistic spectrum disorder. Additionally, the school includes an inclusive community nursery.

Stubbin Wood School Primary and Secondary departments are on a site co-located with the Shirebrook Academy, a secondary school serving the local community. However, the Nursery remains on the Langwith Junction site and reflects the Governors' commitment to improving the provision for under 5's in the locality. In this way, Nursery aged children - both 'community' and 'specialist' - will have access to quality facilities and teaching like their older peers on the main site.



Class sizes range from 6 to 15. The smaller class sizes have become more essential due to the way we need to teach our students with complex medical needs and/or profound special needs using a sensory curriculum. For more information, please see our website:

www.stubbinwood.derbyshire.sch.uk

About the TEAM Education Trust

Launched during a global pandemic in June 2020, the Trust works on the principle that 'Together Everyone Achieves More' reduced to the acronym, T.E.A.M. Education Trust.

We are keen to work in collaboration with schools and, currently, are a partnership of three schools – to include Whaley Thorns Primary School and Model Village Primary School. For more information please see:

www.teameducation.org



About the role



The role of the Governor is a non-executive one, and Governors are required to be as flexible as possible in exercising of their responsibilities and duties, ensuring that their oversight of the school does not interfere with the day-to-day management, which is the responsibility of the Principal and the Leadership Team. We hope that our Governors will get to know us through discussions with the Executive Leadership Team, Chair of the Trust/Governing Body, and staff, reading relevant papers, visiting the school, and taking part in events.

We think that the primary responsibilities of our Local Governing Body members are to:

Play an active role in the high-level strategic planning process of the school by contributing to:

- The development of the mission, vision, and educational character.
- The development of strategic priorities.
- The setting of measurable targets to support the development and budget.
- The monitoring of achievement against objectives.
- The development of plans to address weakness.
- Contribute to the business of the Local Governing Body in an effective, efficient, open, and transparent manner.
- Attend Local Governing Body meetings, governor training and induction events as required.
- Comply with the Articles of Association, Financial Handbook, Governors Code of Conduct and any other related governance policies and procedures.



We have set out full expectations in our TEAM Governor Handbook which can be provided on request.

Diversity & Inclusion Statement

As identified by Inspiring Governance and the National Governors Association it is a fact that governors from ethnic minorities account for just 4% of the country's largest volunteer force, whilst only 10% of governors are aged under 40. We are therefore particularly keen to increase the diversity of our governance and so would encourage volunteers to come forward who can share their skills, time, and experience to bring a diverse perspective and a balance of views to our conversations. This will enable us to ensure that barriers, biases, and stereotypes do not go unchallenged and that decisions taken by our governance leaders will help our students from all backgrounds to succeed and thrive. Notwithstanding this, we will be very pleased to hear from individuals who have enjoyed many years of working and life experience that they can share to the benefit of our students.

Further details/How to Apply?

Please contact.

Mrs. Sarah Baker, CEO

s.baker@teameducation.org

or

Carolyn Peach, GA

c.peach@teameducation.org

Stubbin Wood School

Common Lane, Shirebrook, Mansfield, Nottinghamshire, NG20 8QF

Email info@stubbinwood.teameducation.org

Phone - 01623 742795

Website: www.stubbinwood.derbyshire.sch.uk



Appendix P (a) TEAM Education Trust Governor – Application form

Section One – Personal details

Interested in becoming a:	STAFF/PARENT GOVERNOR
Title	Which School would you like to apply for? Stubbin Wood School & Nursery Model Village Primary School Whaley Thorns Primary School Newman School Heritage Park School
Name	
Address	
Phone number	
Email address	

Please note that your address and contact information is for use by TEAM and the Local Governing Body and will otherwise remain confidential unless the trust is legally required to release it.

Section Two: Declaration of Interests

I confirm that I:

- Am aged over 18
- Am not a current pupil/student at the academy or academy within TEAM
- Have not been declared bankrupt
- Am not the subject of a bankruptcy restrictions order or an interim order
- Have not been disqualified from holding office as a governor
- Have not been disqualified from being a company director and/or a charity trustee
- Have not been removed as a trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of misconduct or mismanagement in administration of the charity
- Have not been convicted of a criminal offence (excluding any spent convictions, or any offences for which the maximum sentence was a fine)
- Agree to provide a criminal records certificate at an enhanced disclosure level

Please sign and date to indicate that you have read, and agree to this information, and confirm that to the best of your knowledge all the information provided on, or in connection with, this form and statement of interest for the position of school governor is accurate.

Signature:	Date:
------------	-------

Please provide details below of why you wish to apply to become a governor.

Section Three – Personal Statement

Please include below your reason(s) for becoming a governor (maximum 500 words - please use additional paper if required)

Why would you like to become a governor?

What skills can you bring to the role?



Appendix Q: Governor Hub Guide: *From Clerk of Governors*

A guide to what GovernorHub can do for you and your governing board.

Virtual Confirmations (evidence of agreement/approval of Code of Conduct and Keeping Children Safe in Education)

Accessing 'Confirmations' on GovernorHub as a method for individual governors confirming they have read/agreed the Code of Conduct and 'Keeping Children Safe in Education' documents.

Please follow the steps below.

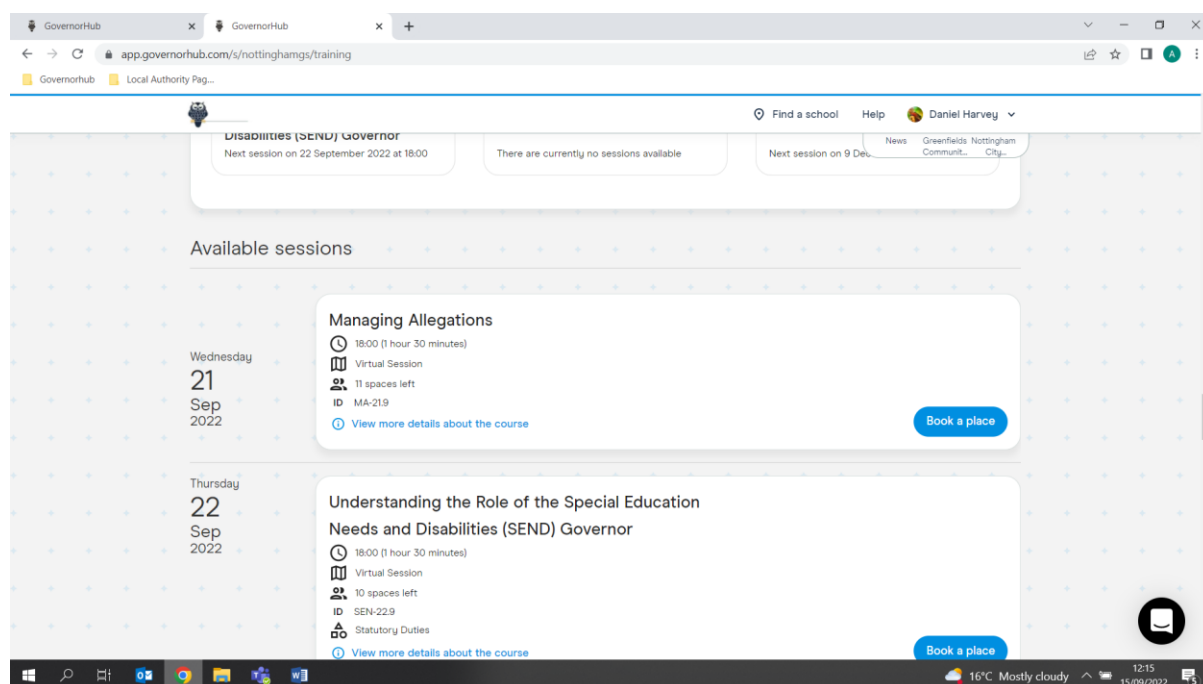
- Sign into GovernorHub.
- Access your profile by clicking your name on the top line of the webpage.
- This will bring you to a new page with the following heading.
 - About You.
 - Declarations.
 - Training.
- Click on **Declarations**.
- Scroll down until you see 'SCHOOL NAME Confirmations,' there you will see several confirmations, click on the 'confirm' button to confirm you have read/agreed that 'confirmations. (see screen below for example)

The screenshot displays the 'Declarations' page on GovernorHub. At the top, there is a navigation bar with 'Find a school', 'Help', and a user profile for 'Daniel Harvey'. Below this, the main content area lists four confirmation items, each with a 'Confirm' button and a timestamp of 'Last confirmed on 15th December 2021 by Daniel Harvey (clear)'. The items are: 1. 'I confirm my Declarations of Interest are correct' with a note: 'Use the button below to confirm your Declarations of Interest are correct as shown above. Nothing to declare? Leave the declarations list blank and click 'Confirm' to record this for the Declaration of Interest report.' 2. 'I have read and understood Keeping Children Safe in Education' with a note: 'Click below to confirm you have read and understood Keeping Children Safe in Education.' 3. 'I agree to abide to the governing body code of conduct.' with a note: 'Link to the governing body code of conduct (Governors Code of Conduct.docx) Updated autumn term 2021.' 4. 'I have read 'Keeping Children Safe in Education'' with a note: 'Updated September 2021 - part 1 and part 2.' The page also includes a 'Greenfields Community School Confirmations' section. The footer contains 'support@governorhub.com', '© The Key Support Services Ltd 2022', and 'All Systems Operational'.

Booking training

Training dates and information can be accessed by.

- Click the 'Nottingham City Education Governance Service' icon at the top right of the screen, along the 'washing' line.
- This will open a page with four key headings.
 - News.
 - FAQs.
 - Training.
 - Resources.
- Click on **Training**.
- This will open a new page, with a brief introduction piece of text, living training and further down the page 'Available sessions;'
- You will see all the upcoming training sessions, including title, start time and length, session type (virtual or in-person) and spaces left.
- On the right of this information, you will see a button for 'book a place;'
- Click on 'book a place' and then confirm your booking.

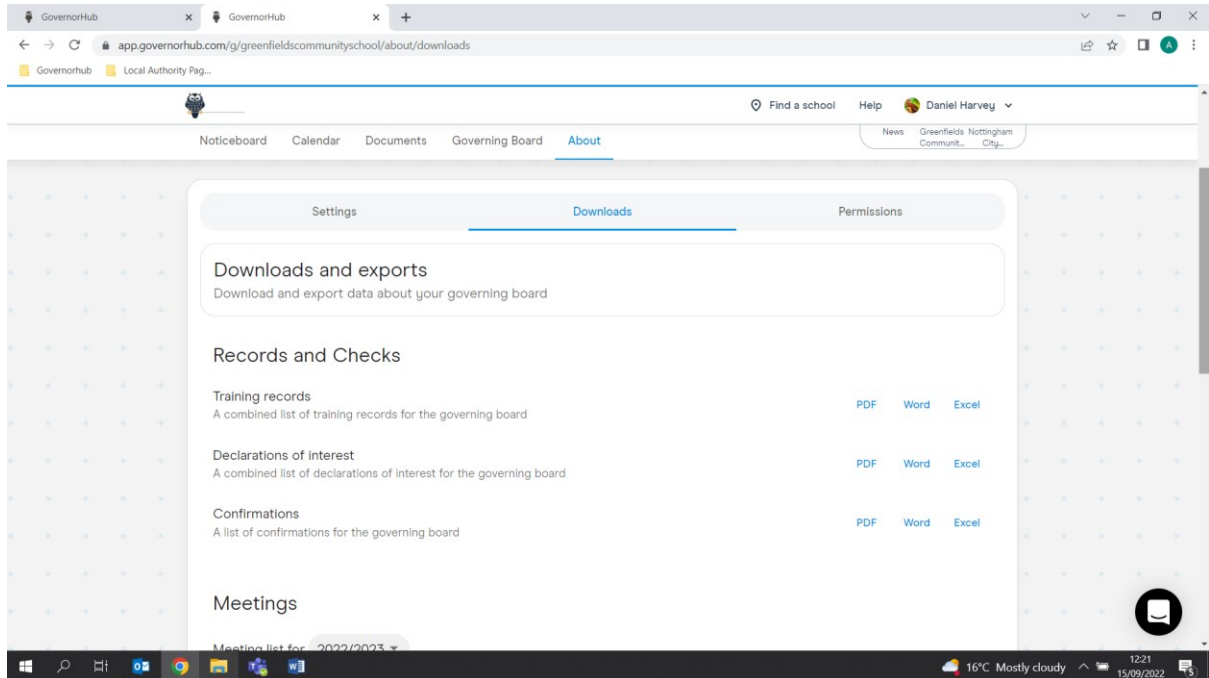


Print off governor reports

How to download governor reports, including training records, declarations of interest, confirmations and the governing body constitution;

- Click the '*School Name*' icon at the top right of the screen, along the washing line;
- This will open a new page with five key headings;
 - Noticeboard;
 - Calendar;
 - Documents;
 - Governing Board;

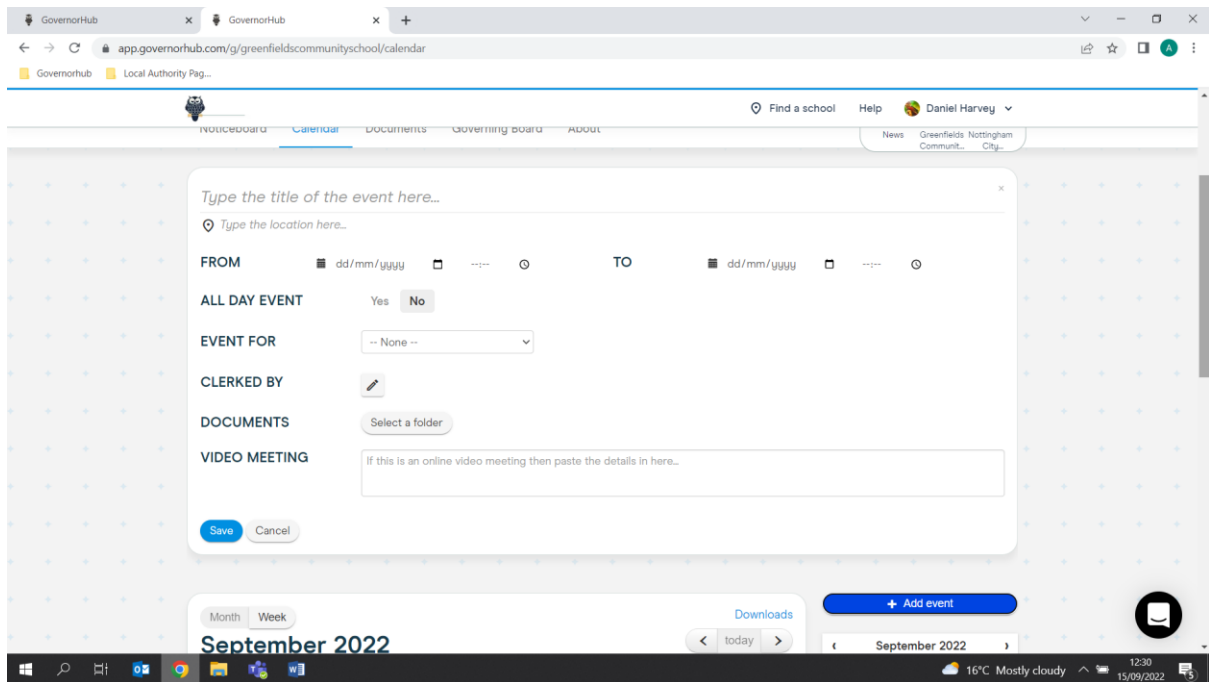
- About;
- Click **About** and you will see three options, settings, downloads and permissions;
- Click 'downloads' and you will see the various reports that can be generated;
- Click on either pdf, word or excel to download a report.



Calendar and linking the calendar to your home devices

Adding school meeting dates to the Governorhub calendar and linking these to your home devices, ie, phones, tablets and computers. The dates on the governorhub calendar will sync onto your device.

- Click the *School Name* icon at the top right of the screen, along the washing line;
- This will open a new page with five key headings;
 - Noticeboard;
 - Calendar;
 - Documents;
 - Governing Board;
 - About;
- Click **Calendar**, you will see either a weekly or monthly grid as the main element. On the right handside there is, add event, subscribe to this calendar and upcoming events.
- The Education Governance Service adds the governing board meeting dates to the calendar, however any governor can add events to the calendar. Examples of governor added events, include, monitoring visits and school based events.
- To add an event, click on add event, this will bring up the template below;



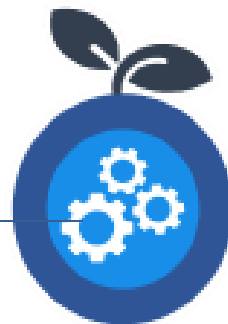
- Fill in the relevant fields and click save. This will add the event to the calendar.

To sync the Governorhub calendar to your devices, click on the 'subscribe' button and this will copy the governor calendar URL. On your device calendar there will be an option to add an calendar through a URL, pasta the copied URL into this and the governorhub calendar will be synced to your device.

[Sign off documents](#)

Signing off documents on GovernorHub to confirm the documents have been received and read.

- Click the *School Name* icon at the top right of the screen, along the washing line;
- This will open a new page with five key headings;
 - Noticeboard;
 - Calendar;
 - Documents;
 - Governing Board;
 - About;
- Click **Documents**, this will open a page with several folder names, locate the document you wish to view.
- To sign off to confirm you have read the document, at the end of the document title there are three vertical dots.
- Click the three vertical dots and several options will open, including share on noticeboard, download and pin to top of folder.
- To confirm you have read the document, click on 'marked as signed.'



Appendix R: Preparation for Inspection

TEAM Education Trust

Action to follow in the event of a telephone call from Ofsted:

Please be aware that you may receive calls from the DFE, Health & Safety Executive, or the Education Skills Funding Agency (ESFA). Please ensure that such calls are taken with the relevant member of the Trust team and that the Chief Executive Officer (CEO) is made aware and fully briefed on all such calls

This briefing is **CONFIDENTIAL**.

The above-listed Government organisations are PRIORITY contacts for all schools in the Trust and should not be handled in the same way as normal school enquiries.

First Stage:

In the event of an Ofsted call to a TEAM School the Principal needs to contact the CEO Sarah Baker, she should be contacted confidentially and immediately. In her absence, contact the Executive PA, who will contact the Chief Education and Operations Officer.

As the Principal, please take the call from the support administrator, and then negotiate that the follow-up call with the lead inspector will be returned within **90 minutes**, *explaining professionally that you would like the CEO/Trust member of staff to be present for the call, and that they are between sites/schools within the Trust and we will speak to her EPA and get the information to her immediately. The CEO will then join the call.*

For an announced inspection the school will be contacted from as early as 09:00am on the day before the inspection.

OFSTED.

<p>Second Stage:</p> <p><i>Take the Call</i></p>	<p>Principal Takes the Call</p> <p>The initial call is only to inform the school of the inspection and the practical arrangements. At this stage, the school will already have decided if they are making a deferral, having discussed this with the CEO. See information below.</p> <p>Requesting a Deferral/Sharing sensitive information:</p> <p>Where relevant, any current issues impacting on the school that may lead to a deferral, or any direct request for a deferral should be discussed as early as possible, in the initial call with the support administrator. The details of the deferral will be shared by the CEO/member of Trust team present in subsequent calls with the lead inspector.</p>
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The initial Call.

Principals should have their Ofsted documentation available for the call.

During the initial notification phone call, the inspection support administrator will check:

- Number of pupils on role at school
- Governance arrangements for the school
- Whether the school has any SEND or additional resource provision
- Details of offsite provision
- Times of the school day
- If providing support to other schools, the extent and impact of that support to other schools.

At this point, the principal will negotiate the time of the next call following the instructions at the start of this document.

Second call – Lead Inspector

During the phone conversation with the principal (and CEO/Member of the Trust team) the lead inspector will:

- make the school aware of its statutory duty to inform parents of the inspection and that Parent View is the main vehicle for gathering the views of parents at the point of inspection; inspectors should remind the school that Ofsted’s letter to parents containing the link to Parent View may be sent electronically as well as a paper copy sent via pupils
- If the school has an SEN resource base, the lead inspector will discuss the nature of this resource in more detail
- Establish whether the school has any pupils who attend off-site alternative provision, either full-time or part-time. Inspectors must ask the school about the registration status of any alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full-time for five or more pupils of compulsory school age, or one such pupil who is looked after, has an education, health, and care (EHC) plan, or has a statement of special educational needs.
- Discuss any off-site units that cater for pupils with behaviour or attendance difficulties either run by the school or in partnership with other schools
- make arrangements for the inspection; this includes an invitation to the principal to participate in observations of teaching and learning and to observe the main inspection team meetings
- make arrangements for meetings with key staff

	<ul style="list-style-type: none"> • in schools, meet those directly responsible for management and governance, including the CEO • establish what the governance structure of the school is, including with reference to the constitution, and make arrangements for a meeting with the CEO/chair of the trust and chair of the LGB • request either a face-to-face meeting or a telephone call with a representative from the school trust executive team • request that, where appropriate, a representative from the - school trust board/executive team is present at the final inspection feedback meeting • request that relevant school documents are made available as soon as possible from the start of the inspection • provide an opportunity for the school to ask any questions. • establish whether the school is either providing support for other schools or receiving it. If so, inspectors should include this information, giving the names of the school(s), in the 'information about the school' section of the report. This should include any such activity over the previous 12 months. Where a school has received support from the leader of another school, it will be important to establish the extent and the impact of this, to determine whether that leader should be nominated for recognition by HMCI as an exceptional leader
<p>Third Stage:</p> <p><i>Plan the Response</i></p>	<ul style="list-style-type: none"> • Executive PA informs the Central Team • Principal informs The Leadership Team. • Executive PA informs The Governance Administrator to inform the LGB and Trust Board (specifically contacting Chair of Trustees separately) • Operations Plan is put in place to include: <ul style="list-style-type: none"> ○ Communications to parents and external stakeholders (please discuss this with the Director of Transformation) ○ Communication to Staff ○ Room/facility identification ○ Staff on site ○ Reception protocol, reserved car parking ○ Check compliance (Visitor welcome, DSL notices, etc.) ○ Site Presentation – display, storage of equipment, shared areas (Hall, corridors, etc.) <p>Pre-inspection information (to be shared with the inspectors early after the call to support Ofsted inspection plan)</p> <ul style="list-style-type: none"> ○ the single central record for the school & Trust (Principal/Education, Attendance & Safeguarding Manager/HR Manager)

	<ul style="list-style-type: none"> ○ a list of staff and whether any relevant staff are absent (Principal) ○ whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures) (Principal) ○ whether there is anyone working on site who is normally employed elsewhere in the multi-academy trust (if relevant) (Principal) ○ maps and other practical information, such as on whether the school uses interpreters or other specialist support (Principal) ○ access to the school's Wi-Fi, so that inspectors can connect to the internet. (Blue Box) ○ The school information booklet – (Director of Transformation) DoT <p>Day 1 information (ready for the Ofsted Inspector's arrival on site) to be uploaded to the Inspection Portal:</p> <ul style="list-style-type: none"> ○ the school timetable, current staff list and times for the school day (Principal) ○ any information about previously planned interruptions to normal school routines during the inspection (Principal) ○ Inspecting school's records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation, dashboard information proved by (DoT – provided to the LGB by Trust GA). ○ records and analysis of sexual harassment or sexual violence (Principal) ○ records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents (Principal) ○ a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution (Principal) ○ a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan (Principal) ○ up-to-date attendance analysis for all groups of pupils documented evidence of the work of governors and their priorities, including any written scheme of delegation for a school in a multi-academy trust (Education, Attendance and Safeguarding Manager) ○ a summary of any school self-evaluation or equivalent (Principal) ○ the current school improvement plan or equivalent, including any planning that sets out the longer-term vision
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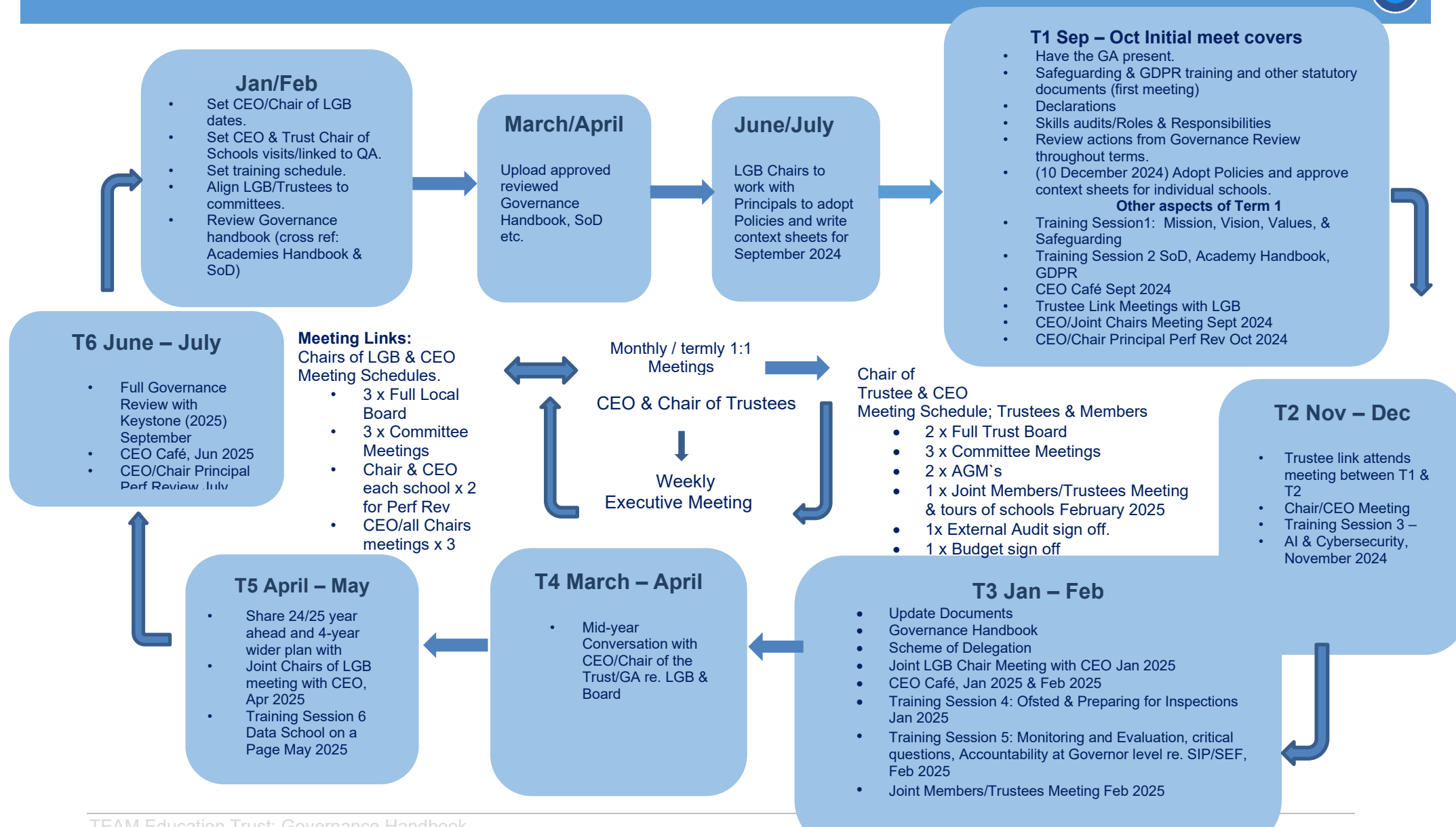
	<p>for the school, such as the school or the trust's strategy (Principal)</p> <ul style="list-style-type: none"> ○ any reports from external evaluation of the school, including any review of governance or use of the pupil premium funding. (Principal)
<p>Fourth Stage:</p> <p><i>Prepare for Action</i></p>	<ul style="list-style-type: none"> ● Principal establish the visit schedule based on Ofsted request. ● Principal to assess cover implications/teaching timetables ● Executive PA to advise other Trust schools ● Early Help Manager & CFO to contact 'traded service' schools to advise potential limits to as she is occupied in one of the Trust schools supporting visitors.
<p>Fifth Stage:</p> <p><i>Focus on details</i></p>	<ul style="list-style-type: none"> ● Chief Education & Operations Manager to walk site with Site Managers of both sites, checking the RA and cleaning stations. ● Director of Transformation to check safeguarding expectations for visitors on site and then co-ordinate with reception for the visit and ensure staff briefing is clearly available. Information relating to DSLs (Designated Safeguarding Lead) and information on what to do in the event of evacuation/fire, etc. should be shared by the Receptionist or greeting SLT on the visitors' arrival ● Early Help Manager to be available to discuss her role and impact. ● Principal to have a full list of class groups and curriculum timetables ● Principal to have a summary briefing of cases for the CEO along with Attendance for the day of the visit for the school. ● Principal to ensure Risk Mitigation Tracker is updated with a password for handover with other information for the school.
<p>All SLT & The Central Team to all be on site all day, and available to support the start of the day and end of day arrangements.</p>	

Appendix S: Ofsted LGB - Potential Inspection questions

Themes for governor meetings with inspectors

- Tell me your understanding of the role of the governing board and its statutory duties.
- How do you ensure there is a clear strategic vision for the school?
- How do governors' actions ensure pupils in school receive the highest quality education?
- How do you know if something needs to improve and how do you ensure it does?
- What information do you receive from leaders about the rationale behind their curriculum design?
- How do you ensure that leaders implement a curriculum that is ambitious for pupils?
- How do you ensure that leaders provide all pupils, but particularly those pupils who are disadvantaged and those who have SEND with a curriculum that allows these groups to succeed in life?
- What are the key strengths of the school and how do you know?
- How do you ensure the financial decisions you take are in the best interests of the pupils and that they achieve the desired effect?
- Pupil premium, SEND, how do governors check the impact of the funding?
- How do governors ensure and assure the school fulfils all its statutory duties, for example regarding safeguarding and equalities (Prevent Duty)?
- Can you give me a concrete example of action taken to ensure that the Equality Act is fully upheld, and every pupil is treated equally?

Appendix T: Governance Cycle - Preparations for the New Academic Year



Note: Circulation of documents for approval may occur outside of the meeting cycle for key items & regular updates provided through GovernorHub

Appendix U: Training 24/25

30 September 2024 Training Session 1	<ul style="list-style-type: none"> • Mission, Vision, Values • Safeguarding 	CEO Safeguarding & Inclusion Manager
14 October 2024 Training Session 2	<ul style="list-style-type: none"> • SoD • Financial SoD • ESFA Academies Handbook • GDPR 	CFO
4 November 2024 Training Session 3	<ul style="list-style-type: none"> • AI • Cybersecurity 	Computing Specialist teacher CFO
27 January 2025 Training Session 4	<ul style="list-style-type: none"> • Ofsted & preparing for inspections. 	CEO & DoT
24 February 2025 Training Session 5	<ul style="list-style-type: none"> • Monitoring & Evaluation, critical questions. • Accountability at Governor level – Principal re. SIP/SEF 	CEO & DoT CEO & DoT
12 May 2025 Training Session 6	<ul style="list-style-type: none"> • DATA – School on a page 	D of T

Induction Workshops will be 1-1 with each new Member, Trustee or Governor	
1. Team Introduction & Schools (CEO & Chairs of LGB)	
2. Walkaround (Principals)	
3. Creation of a `Personalised Plan` for the new Governor. Look at Skills Audit (specific skills gap training), Governor Hub, Emails, Equipment, Probation Form (GA)	
4. Meet the Central Team and Education Priorities (CEO)	
5. Financial Update & SoD (CFO)	
6. Data Dashboard (DoT)	

Appendix V: Date Schedule

TEAM Trust Governance Meeting Dates

TEAM Trust Board

2023-2024

Trust Board – 3 October 2023, 6 February 2024 (Joint with Members – face to face and virtual, with Trust school tours next day) 4 June 2024

Committee – 12 December 2023, 30 April 2024, 16 July 2024 (at 3:00pm, each board 1 hour each)

Y2

TEAM Members

2023-2024 – 26 September 2023, 6 February 2024 (Joint with Trustees – face to face and virtual, with Trust school tours next day) 14 May 2024

2024-2025 – 24 September 2024, 3, 4 & 5 February 2025 (Joint with Trustees – face to face and virtual with Trust school tours next day) 17 June 2025

Stubbin Wood School (all at 4.00pm)

2023-2024

Local Governing Body – 19 September 2023, 23 January 2024, 21 May 2024 (Tuesdays)

Joint Committee – 21 November 2023, 19 March 2024, 2 July 2024 (Tuesdays)

2024-2025

Local Governing Body – 17 September 2024, 14 January 2025, 29 April 2025

Joint Committees - 12 November 2024, 4 March 2025, 10 June 2025

Model Village Primary School (all on Wednesday at 5.00pm)

2023-2024

Local Governing Body – 20 September 2023, 24 January 2024, 22 May 2024

Joint Committee – 22 November 2023, 20 March 2024, 3 July 2024

2024-2025

Local Governing Body – 18 September 2024, 15 January 2025, 30 April 2025

Joint Committees - 13 November 2024, 5 March 2025, 11 June 2025

Whaley Thorns Primary School (Thursday)

2023 – 2024

Local Governing Body – 21 September 2023, 25 January 2024, 23 May 2024

Joint Committee – 23 November 2023, 21 March 2024, 4 July 2024

2024-2025

Local Governing Body – 19 September 2024, 16 January 2025, 1 May 2025

Joint Committees – 14 November 2024, 6 March 2025, 12 June 2025

Caunton Dean Hole Primary School

2024-2025

Local Governing Body – 17 September 2024, 14 January 2025, 29 April 2025

LGB Joint Committees – 4 November 2024, 4 March 2025, 10 June 2025

Heritage Park School

2024-2025

Local Governing Body – TBC
LGB Joint Committees – TBC

Newman School

2024-2025

Local Governing Body – 23 October 2024, 4 December 2024, 5 February 2025, 14 May 2025, 9 July 2025
Finance 16 October 2024, 27 November 2024, 29 January 2025, 12 March 2025, 7 May 2025, 2 July 2025

Appendix W: Key Documents

TEAM Documents

Master Funding Agreement (MFA) is the legal Contract between the Secretary of State (SoS) And the Trust, setting out the conditions on which The Trust receives its funding. It is administered By the Education and Skills Funding Agency (ESFA)

Supplemental Funding Agreement (SFA) is the legal contract between the SoS and the Trust, setting out the conditions under which each School in the trust receives its funding. There is an SFA for each school.

Memorandum of Association is the document signed by Members to form the Trust as a Company.

Articles of Association set out the charitable objects of the Trust along with its governance composition and overarching procedures.

The scheme of delegation sets out the powers and responsibilities for the following individuals and groups: members, trust board executive team and principal.

Trust Policies have been developed to ensure Compliant and consistent practice across the Trust. They cover a wide range of areas such as finance HR, safeguarding, health and safety, admissions and complaints. Individual schools have their own policies for areas such as curriculum, assessment and marking, teaching, and learning, attendance, home learning and uniform.

Trust Annual Report and Financial Statements

It must be published each year on the Trusts website.

National documents

Academy Trust Handbook is issued by the Education and Skills Funding Agency and sets out the financial framework and governance requirements for Academy trusts reflecting their status as companies, charities, and public bodies. It is a key document for everyone involved in Governance at TEAM.

The Charity Commission: The essential Trustee (for trustees) sets out the legal requirements that trustees must meet, and the good practice that they need to follow to operate effectively and to comply with their duties.

DfE Governance Handbook sets out the three core functions of Governance and the six key features of effective governance.

NGA guides include versions for governors, trustees and chairs. A copy of the relevant version will be provided to each new academy trustee chair and governor.

NGA Academy Finance Guide is useful for academy Trustees and Governors and is available to NGA Members.

Appendix X: Website Compliance Trust Statutory guide

TEAM Education follow the statutory DfE (Department for Education) guidance; [What academies, free schools and colleges must or should publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-must-or-should-publish-online)

It is important that funding agreements are reviewed in conjunction with the above guidance which stipulates exact publishing expectations. There are also publishing requirements set out in the Equality Act 2010 and the Children and Families Act 2014, and related regulations. This guidance gives an overview of those requirements and the further information that the Department for Education (DfE) recommends that these schools and colleges publish on their websites.

We have turned this guidance into a RAG rated document which our academies can utilise as a compliance check tool. The document looks like this:

DFE WEBSITE COMPLIANCE							
Information below is taken directly from the DfE website- correct as at March 2023							
https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online							
CONTENTS	DETAILS	PRIORITY	RED	AMBER	GREEN		
1 School or college contact details	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
2 Admission arrangements	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
3 School uniforms	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
4 Ofsted reports	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
5 Test, exam and assessment results	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
6 Performance measures website	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
7 School opening hours	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
8 Curriculum	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
9 Remote education	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
10 Behaviour policy	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
11 Pupil premium and recovery premium	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
12 PE and sport premium for primary schools	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
13 Public sector equality duty	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
14 Special educational needs and disabilities (SEND)	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
15 Careers programme information	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
16 Complaints policy	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
17 Whistleblowing Policy	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
18 Annual reports and accounts	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
19 Executive pay	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
20 Trustees' information and duties	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
21 Charging and remissions policies	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
22 Values and ethos	See full section below for detail	Statutory	Not present	Difficult to find	Present and current		
Additional Requirements (From The Key)							
CONTENTS	DETAILS	PRIORITY	RED	AMBER	GREEN		
23 Details of the amount of time off taken by staff who are union officials to carry out their union duties	It's the employer's responsibility to publish this information. So, if you're a single-academy trust, your school would publish it, and if you're part of a multi-academy trust (MAT) you should speak to your trust, as it will be responsible for this. An employer only needs to publish this if you have more than 49 full-time equivalent employees for any 7 months of a financial year, as set out in legislation		Not present	Difficult to find	Present and current		
24 Gender pay gap information	If your trust has 250 employees or more on the 'snapshot' date, it will need to publish this information as an employer.		Not present	Difficult to find	Present and current		
25 A modern slavery act statement	Required for trusts with an annual turnover of £36 million or more. If you're a single-academy trust, your school would publish it. If you're part of a MAT, speak to your trust, as it will be responsible for this	Review Annually	Not present	Difficult to find	Present and current		
26 A written statement of your relationships and sex education (RSE) policy	This requirement is outlined in section 12 of the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. We clarified with the DfE what the written statement should contain, and the DfE said the statement should contain the same information as the school's RSE policy		Not present	Difficult to find	Present and current		

Appendix Y; – Governance Glossary

This glossary explains terms and acronyms that you might come across in meetings and reports. The education sector uses lots of specialist language and acronyms, and we can sometimes forget that these are not common knowledge for most people! If you do not understand something, please ask your principal to clarify it for you.

Term	Meaning
AP	Alternate/alternative provision (e.g., Pupil referral unit) - education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness
ATH	The Academies Trust Handbook is issued by the Education and Skills Funding Agency (ESFA) describing trust's obligations regarding safeguarding, health and safety, and the management of estates, finance, and risk.
Attainment	Measurement of educational standards achieved by pupils, against externally set standards
Baseline assessment	Non statutory assessment of pupils' attainment on entry to primary education
CAMHS	Child and Adolescent Mental Health Service - An NHS service which assesses and treats young people with emotional, behavioural, and mental health difficulties
Capital funding	Spending on projects, improvements, and extensions to the school's land and buildings
CEIAG	Careers Education, Information, Advice and Guidance
CEO	Chief Executive Officer
CEOO	Chief of Education and Operations Officer
CFO	Chief Finance Officer
CME	Child/Children Missing Education
Competency framework	A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance
CofG	Chair of Governors
COSHH	Control of Substances hazardous to health
CP	Child protection
CPD	Continuing professional development
CPR	Child protection register - a confidential list of all children in the area who have been identified at a child protection conference as being at significant risk of harm
CST	Confederation of Schools Trusts (national organization for school trusts)
CT	Classroom Teacher
DofT	Director of Transformation
D&T/DT	Design and Technology

DA	Disadvantaged
Data breach	The most common data breach is the exposure of personal data to an unauthorised person; however, a data breach can also be a breach of security that leads to the accidental or unlawful destruction, loss, or alteration of personal data
Data Controller	A person, public authority, agency, or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data
Data processing	Any operation performed on personal data, whether or not by automated means, including collection, use, recording, storage, transmitting, sending, and receiving
Data Processor	A person, public authority, agency, or other body which processes personal data on behalf of the controller
Data subject	The identified or identifiable living individual to whom personal data relates.
DBS	Disclosure and Barring Service - a public body of the Home Office which helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children
DCEO	Deputy Chief Executive Officer
DDA	Disability and Discrimination Act
DfE	Department for Education
DPA	Data Protection Act - controls how personal information is used by organisations, businesses, or the government
DPIA	Data protection impact assessment - a tool used to identify and reduce the privacy risks facing the Trust. The process is undertaken when a new project is planned to ensure data protection has been considered. An analysis of the potential risks will take place and any mitigating measures to reduce the risks are identified and implemented
DPO	Data Protection Officer - under the GDPR, the Trust is required to appoint a DPO who is responsible for informing and advising the Trust about data protection obligations and monitoring compliance with them
DSL	Designated Safeguarding Lead - the member of staff responsible for safeguarding arrangements in the school
EAL	English as an additional language - refers to learners whose first language is not English
ECF	Early Career Framework
ECT	Early Career Teacher (formerly a Newly Qualified Teacher, or NQT) - a teacher in training doing their first two years of teaching - a two-year ECT induction period - since completing their qualifications
EH	Early Help
EHCP	Education, health, and care plan - a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve their goals

ESFA	Education and Skills Funding Agency - an executive agency of the government. It is accountable for funding education and training for children, young people, and adults
Ever6 FSM	Pupils eligible for free school meals at any point within the last 6 years (the funding trigger for the Pupil Premium grant)
EY	Early Years - relating to education up to the age of 5 years old
EYFS	Early Years Foundation Stage
F1	Foundation Stage 1 (pre-school/nursery for children aged 3 to 4)
F2	Foundations Stage 2 (reception for children aged 4 to 5)
FE	Further Education - education below degree level for people above school age
FGM	Female Genital Mutilation (linked to safeguarding and child protection)
FM	Forced Marriage (linked to safeguarding and child protection)
FOI	Freedom of Information (Act) - Act of Parliament that creates a public "right of access" to information held by public authorities
Free school	All-ability, state-funded independent schools
FS	Foundation Stage - education of pupils aged 2 to 5 in England
FSM	Free school meals
FSM6	Pupils eligible for free school meals at any point within the last 6 years (see Ever6 FSM)
FTE	Full-time equivalent
Funding agreement	The document which sets out the relationship between an academy/MAT and the Education and Skills Funding Agency ESFA/Department for Education (DfE)
GA	Governance Administrator
GAG	General Annual Grant (main source of revenue funding for MAT's)
GB	Governing Body
GCSE	General Certificate of Secondary Education (qualification that students sit at the end of key stage 4)
GD	Greater Depth
GDPR	General Data Protection Regulation - regulates how personal data and information can be stored and used
H&S	Health and Safety
HBV	Honour based violence (linked to safeguarding and child protection)
HLTA	Higher level teaching assistant - teaching assistants with an increased level of responsibility
HMCI	His Majesty's Chief Inspector of Schools (the head of Ofsted)
HMI	His Majesty's Inspector(ate) (Ofsted)
HR	Human Resources
HT	Half Term

HSE	Health and Safety Executive - a UK government agency responsible for the encouragement, regulation and enforcement of workplace health, safety, and welfare, and for research into occupational risks in Great Britain
IBP	Individual behaviour plan - a document created to help understand and manage behaviour which contains supports and strategies
ICO	Information Commissioner's Office - a public body sponsored by the Department for Digital Culture, Media & Sport, which upholds information rights in the public interest and promotes openness by public bodies and data privacy for individuals
IEP	Individual education plan - a plan or programme designed for children with special educational needs to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties, or disabilities is following and sets out the strategies being used to meet that child's specific needs
INSET	In-service education and training - a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work
IT	Information Technology
KPI	Key Performance Indicator
KS	Key Stage - a stage of the state education system setting the educational knowledge expected of students at various ages
KS1	Key Stage 1 (Years 1-2, 5-7-year-olds)
KS2	Key Stage 2 (Years 3-6, 7-11-year-olds)
KS3	Key Stage 3 (Years 7-9/10, 12-14-year-olds)
KS4	Key Stage 4 (Years 9/10-11, 15-16-year-olds)
KS5	Key Stage 5 (post 16)
LA	Local Authority - an organisation that is officially responsible for all the public services and facilities in a particular area
LAC	Looked After Children - children in the care of their local authority
LADO	Local Authority Designated Officer (for Safeguarding)
LSA	Learning support assistant (see TA)
MAT	Multi-Academy Trust – a trust that operates multiple schools
M & E	Monitoring and Evaluation
Member	Trust Members are akin to shareholders of a company. They have a strategic overarching `hands off` role; they can control how the Trust operates through changes to the Articles of Association and Trustee appointments.
MFA	Master Funding Agreement
MH	Mental Health
MIS	Management Information System
NEU	National Education Union (formerly National Union of Teachers and Association of Teachers and Lecturers)

NGA	National Governance Association - the membership organisation for governors, trustees, and clerks of state schools in England
NLE	National Leaders of Education - outstanding headteachers / Principals who have been accredited and appointed as system leaders to both support and improve the quality of education and leadership in schools across the country
NLG	National Leaders of Governance - experienced chairs of governors and governance professionals who provide mentoring and support to chairs at schools identified as needing extra help
NOR	Number on Role
NPQEL	National Professional Qualification for Executive Leadership
NPQH	National Professional Qualification for Headteachers
NPQML	National Professional Qualification for Middle Leadership
NPQSL	National Professional Qualification for Senior Leadership
NSC	National Schools Commissioner
Ofsted	Office for Standards in Education - responsible body for inspecting schools
OTP	Outstanding Teacher Programme (nationally recognised teacher development)
PA	Persistent Absence
PAN	Published Admissions number (the maximum number of pupils that the admissions authority will admit to each year group)
PE	Physical education
PEx	Permanent Exclusion
PE and Sport Premium	Funding allocated directly to primary schools, ring-fenced so that it may only be spent on improving the provision of PE and sport in schools
PP	Pupil Premium - a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children.
PPA	Preparation, planning, and assessment - time legally set aside for teaching staff to be away from their class to prepare, mark and plan
PPM	Pupil Progress Meeting
PREVENT DUTY	You can learn about the Prevent duty by completing the following module from the DfE here: https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/
PSHE	Personal, social and health education - a school curriculum subject in England which focuses on developing the knowledge, skills, and attributes to keep children and young people healthy and safe and to prepare them for life and work
PT	Part Time
PTA	Parent Teacher Association - a formal organisation composed of parents, teachers and staff that is intended to facilitate parental participation in a school

PTR	Pupil teacher ratio - the number of students who attend a school divided by the number of teachers in the institution
QA	Quality Assurance
QTS	Qualified Teacher Status
RAG	Red, Amber, Green (method of tracking progress on report or action plan)
RE	Religious Education
RSC	Regional Schools Commissioner
SALT	Speech and Language therapy/therapist
SAR	Subject Access Request, also known as the Right to Access, entitles the data subject to access the information about the personal data we have about them.
SATs	Standard Assessment Tests set by the Standards and Testing Agency (STA) and taken by pupils at the end of Key Stages 1 & 2
SBO	School Business Officer – the finance and overall business lead within a school
SC	Success Criteria
Schools' forum	A statutory local body working with its local authority on school funding issues, made up of representatives from schools and academies as well as some representation from non-school organisations such as nurseries and 14-19 education providers. The forum acts as a consultative body on some issues and a decision maker on others
SCITT	School Centered Initial Teacher Training
SCR	Single Central Record - the central record of the safeguarding checks that have been carried out on all staff and other relevant people
SEAL	Social and emotional aspects of learning - a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools
SEF	Self-evaluation framework/form-issues enable the school to identify its strengths and weaknesses and tackle development areas rigorously to improve the quality of provision for students. Used by Ofsted to review a school's thoughts of its own strengths
SEMH	Social, Emotional and Mental Health
SEN(D)	Special educational needs (and disability) - learning difficulties or disabilities that make it harder for children to learn than most children of the same age
SEN(D)CO	Special educational needs (and disability) coordinator - a teacher who coordinates the provision for children with special educational needs or disabilities in school
SIP	School Improvement Plan
SLA	Service level agreement - a commitment between a service provider and a client. Aspects of the service – quality, availability, responsibilities – are agreed between the service provider and the service user

SLE	Specialist Leader in Education
SLT	Senior Leadership team
SoD	Scheme of Delegation (sets out the responsibility and powers delegated by the Trust Board)
SoW	Scheme of Work
TA	Teaching assistant - a member of the school staff who supports teachers and helps children with their educational and social development, both in and out of the classroom
TLR	Teaching and learning responsibility - extra responsibility allocated to an individual teacher which attracts additional salary
Top slice	Proportion of the school's GAG that is paid to the Trust to fund central resources such as finance, HR, governance, IT, health and safety, safeguarding, and educational leadership support.
Trustee	The Board of Trustees of the MAT act as charity Trustees, Company Directors, and Governors of the Trust. They are legally accountable for all Schools in the MAT
TSH	Teacher School Hub
TUPE	Transfer of Undertakings (Protection of Employment) (legal principles to protect employees if a business changes hands - applies when a school converts to Academy status.
URN	Unique reference number for School
VFM	Value for Money
VP	Vice Principal
WWW	What worked well
YGN	Young Governors' Network - an organisation created and run by and for governors under the age of 40, with support from the National Governance Association and Inspiring Governance