

Local Governance Handbook



2022

Nine successful schools reflecting the diversity that is the city of Plymouth.

Determined to provide outstanding educational experiences for every pupil.

Schools with a proven record of raising school achievement.

Determined to raise standards.

Committed to collaborative working.



Elburton Primary Academy School

Ford Primary School

Hoe Primary Academy

Hyde Park Infant School

Hyde Park Junior School

Plaistow Hill Infant and Nursery School

Pomphlett Primary School

Victoria Road Primary School

Widewell Primary Academy

We are committed to

Excellence in all our schools.

Achieving the best outcomes and experiences for our pupils.

A motivated and well-trained workforce.

Strong collaboration and sharing of expertise.

Retaining and celebrating the unique ethos and nature of each school.

Our Ambitions are

For all schools to be rated Good and aspiring to Outstanding.

To reflect the diversity of Plymouth, learning from and celebrating the differences of each school.

For all pupils to have broad, balanced and enriched opportunities.

For all schools to aspire for attainment measures above national averages and positive progress indicators.

Horizon Multi Academy Trust is committed to providing outstanding educational experiences for each pupil. We are determined to raise aspirations, opportunities and the standards of learning for all pupils.

- We believe that even better progress and attainment can be achieved through strong collaboration. In the Horizon Multi Academy Trust, school leaders and governors will come together to share strategic thinking and expertise. By combining talents and skills, we will support each other during challenging times.
- Expertise will be shared across the schools ensuring that all schools have access to outstanding practice. The Horizon Multi Academy Trust will look to fund specialist teachers to work across all schools to provide richer curricular experiences for our pupils.
- There will be opportunities for shared professional development, whether led internally or inviting in outside bodies. We would use professional development time to moderate between the year groups of the differing schools and shared subject expertise.
- We believe that the Horizon Multi Academy Trust will enable the schools to tackle recruitment challenges and retain and develop staff from Initial Teacher Training to senior leadership. We will encourage retention of staff through providing new opportunities and plan effectively for succession.
- As a Trust we will benefit financially as school budgets shrink. We will look to economies of scale, collective purchase and other financial efficiencies to achieve this.

All of this will be achieved while retaining and celebrating the unique ethos and nature of each Trust school.

I am delighted to welcome you to our Governance Handbook and for volunteering as a governor at one of our Trust Schools. We fully appreciate the commitment that you make when taking on this responsibility. The Trust truly values the part you play in supporting, challenging and holding our schools to account in a professional way. Your input makes a significant difference to our children's experience while at a Horizon MAT school. This document will enable you to understand how the Trust operates from the members, to trustees, to the Headteachers and yourselves as local governors. We have put the main resources in this one document so that you have all the resources to hand, when you need them. We are committed to supporting you enabling you to carry out your vital role in the school, for example, through training or a buddy system for new governors.

I am really looking forward to working with you all and once again want to thank you for your commitment to the role of governor at one of our Trust schools.

Maria Anderson

CEO



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Chapter 1 Governance of the Trust

1.0 Introduction

This handbook is designed to support and develop effective governance throughout Horizon MAT. Governance in the Trust is multi-layered and as a collective we aim to be efficient, effective and deliver good and outstanding education to all the children our schools serve.

This chapter will explain how the different aspects of governance work together whilst chapters 2-5 outlines how we model good local governance through our Local and Federated Governing Bodies.

1.1 The Horizon Multi Academy Trust

The Horizon Multi Academy Trust is the statutory body for all schools in the Trust. The Secretary of State for Education has entered into an agreement with the Trust and therefore Horizon Multi Academy Trust is responsible for the standards and operation of all the schools within it.

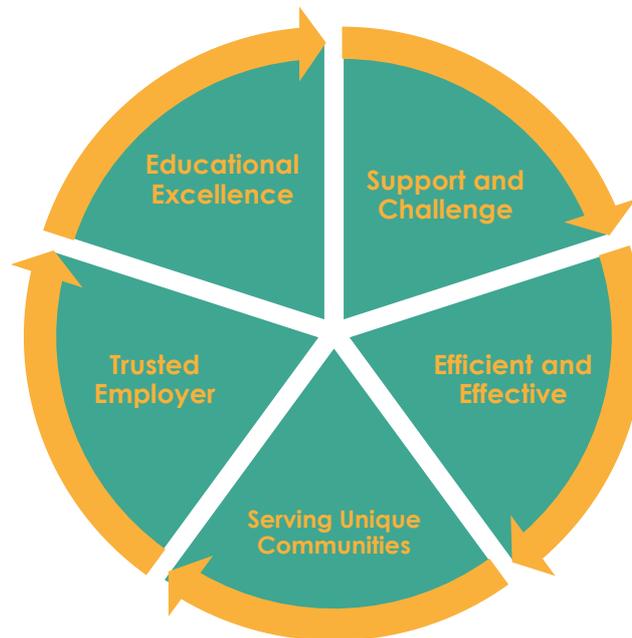
The Trust is a company limited by guarantee and registered at Companies House. The Trust is a legal entity that is able to enter into contracts, hold land and employ staff. The Trust was formed on 25 May 2012 under the name of Elburton Primary School Academy and was renamed the Horizon Multi Academy Trust in September 2016. The Trust has a Company Number of 08084557.

The company is also classed as an exempt charity. As the Horizon Multi Academy Trust is both a company and a charity, the Trust Board has Directors who are also charitable Trustees. The Trust must therefore comply with obligations under company and charity law.

In practice, we refer to those sitting on the Trust Board as the Trustees.

Every school in Horizon Multi Academy Trust is committed to the Trust values, but also has its own agreed set of individual school aims and values.

The Strategic Aims of the Trust



1. Educational Excellence
 - Our pupils value learning with high quality teaching provided for all
 - All schools to be judged at least good OfSTED judgements
 - Achievement indicators for Horizon Trust in attainment and progress show a trajectory of improvement for all groups over time
2. Support and Challenge
 - Ensure effective and robust governance structures at all levels supporting and challenging school performance
3. Trusted Employer
 - Our staff are nurtured for their future development
 - We endeavour to ensure the well-being of our staff
4. Efficient and Effective
 - To have the right people in the right place at the right time
 - Resources are used effectively and shared to achieve best value in creating a positive and sustainable learning environment
5. Serving unique communities
 - Engage with local communities, businesses and other education providers to remove barriers to learning and raise aspirations for our pupils

1.2 The Structure of Horizon Multi Academy Trust

Members

The Members are the individual signatories to the Memorandum and Articles of Association that forms the Trust. An employee of the Trust cannot be a member of the Trust. Members are the equivalent of shareholders in a company, however, they are not able to take out money or assets from the company. The members have ultimate control over the Trust with the ability to:

- appoint additional Members
- remove Members
- appoint and removing up to ten of the Trustees
- appoint the Trust auditors
- to amend the Trust Articles of Association and,
- ultimately to wind the company up

The minimum number of Members is three. Horizon Multi Academy Trust currently has five Members. Members can be individual people or corporate bodies. From 1 March 2021 Members should not be employees.

The Trust Board submits an annual report to the Members so that they can ensure Horizon Multi Academy Trust is acting within its objectives.

Members' roles are important, but their responsibilities are limited. They are not operational in the running of the Trust Board or schools and are mainly strategic. They do safeguard trust governance by assuring themselves that the governance is effective.

Members can by special resolution direct Trustees to take a specific action where Trustees are unable or unwilling to act in the best interests of the academy trust.

Trustees

The Trustees are responsible for the general control of the Trust in accordance with the provisions set out in the Articles of Association and the Scheme of Delegation. The Board of Trustees is the accountable body for the performance of all schools within the Trust.

As such, the Board must ensure clarity of vision, ethos and strategic direction; hold the Chief Education Officer (CEO) to account for the educational performance of the schools and their pupils and for the performance management of staff whilst also overseeing the financial performance of the Trust in showing financial probity and value for money.

Whilst Trustees can serve as Members, best practice recognises that the Members are responsible for holding the Trustees to account. Therefore, there should be separation between the Members and Trustees. The one exception is the Chair of the Trust Board who through virtue of holding that post will be a Member for the duration of them being the Chair.

Because the Trust is a company in an exempt charity, Trustees are bound to comply with

charity and Company Law (Companies Act 2006) as well as the requirements of the Academies Financial Handbook. Charity law expects individuals and organisations to become involved with the charity purely for altruistic purposes and does not envisage or normally allow for a profit to be made by a Trustee or Member simply acting in accordance with the role that they have taken on. Any payment to Trustees must be considered carefully and properly documented fully taking into account the Articles of Association and the Academies Financial Handbook. There are three circumstances in which Trustees may be paid by the Trust:

- reimbursement of reasonable expenses;
- payment for services provided outside of the role of Trustee (this is subject to very strict rules and legal advice must be sought when considering payment of this kind).
- and payment of salary to staff Trustees or the Headteacher in their capacities of employees and not as Trustees.

The number of Trustees shall be not less than three and shall not be subject to any maximum. Up to ten Trustees may be appointed by Members and an unlimited number of Co-opted Trustees may be appointed by fellow Trustees.

The Trustees may not Co-opt an employee of the Trust if the number of Trustees who are employees of the Trust would exceed 1/3 of the total number of Trustees including the Chief Executive Officer.

The term of office for any Trustee shall be four years unless the Trustee resigns office by notice to the Trust or is removed by the person or persons who appointed or elected them.

The Chief Executive Officer is a Trustee if they agree so to act. Maria Anderson, the Chief Executive Officer is a Trustee.

The Board may appoint non-voting associates to add additional skills to the Trust Board. Associates will be appointed on one-year terms, which can be renewable.

1.3 Accountability of Trustees

The Trustees are chiefly accountable to:

1. The children of the schools and their parents/carers/guardians and to the local community, for the quality of education and pastoral care at the schools; for matters of health and safety and for safeguarding and promoting the welfare of children.
2. The DfE, the Education Skills Funding Agency and specifically the Secretary of State for Education under the terms of various legal agreements.
3. The Secretary of State for Education (in their role as principal regulator in respect of charity matters) for operating Horizon Multi Academy Trust for the public benefit; for the prudent management of Horizon Multi Academy Trust and its financial efficiency and for compliance with legislation including charities legislation.

4. To the employees of Horizon Multi Academy Trust for their working environment and for compliance with the contracts of employment and employment law requirements and matters of health and safety.

5. Other regulatory authorities for compliance with regulated responsibilities to which Horizon Multi Academy Trust and the schools are subject.

1.4 Committees of the Board of Trustees

Horizon Multi Academy Trust is a growing and complex organisation which includes primary schools, infant schools and nurseries. In order to govern effectively, the Board of Trustees have established a number of committees. These committees act on behalf of the Trustees and have clear terms of reference. Local governing bodies are also committees of the Board of Trustees.

The Board of Trustees has 2 main committees:

- Curriculum and Standards
- Finance and Audit (and Risk)

Each committee has a clear Terms of Reference.

Local and Federated Governing Bodies are also committees of the Trust Board and have powers delegated to them in the Scheme of Delegation.

Induction of new Trustees

The Trust are keen to ensure that all new Trustees are able to receive a thorough induction process when they join the Trust Board. The process will be as follows:

- The Clerk will organise a meeting with the CEO, Chair of Trustees and the new Trustee to discuss the role and outline the skill set they bring to the role.
- The Chair of Trustees would then take their expression of interest and application to the Members to seek their approval.
- Prior to joining the Trust Board, the school will carry out all the relevant safety checks linked to the Safer Recruitment Policy including a DBS check.
- The Clerk will provide the Trustee with a copy of the Governance Handbook and will answer any questions the Trustee may have.
- The CEO and Chair of Trustees will provide a mentor for the new Trustee.
- The Clerk will arrange for the Trustee to have access to our training portal via Karen Powell (our Training Partner) as well as training provided by her via virtual sessions or in person. This will be a bespoke package according to Trustee needs.

1.5 Scheme of Delegation

The Scheme of Delegation (SoD) identifies the key decisions required in connection with the overall governance and management of the Trust. It is designed to set out clearly the respective roles and responsibilities across all layers of governance. The Scheme of Delegation is reviewed on an annual basis by the Board of Trustees.

1.6 Local Governing Bodies/Federated Governing Body

The Board of Trustees has clearly identified the areas of responsibility that it delegates to its Local Governing Bodies (LGB)/Federated Governing Bodies (FGB). Although not in any way legally responsible, and nor themselves accountable for the statutory functions, local and federated governing bodies have an important role to play in assisting the schools to operate effectively in line with the wishes of the Board of Trustees. The act of delegation from the board to the Local Governing Bodies and Federated Governing Bodies is a delegation of powers and duties and is not a delegation or shedding of responsibilities.

Local Governing Body membership information is set out in Chapter 2 on page 14.

Federated Governing Body membership information is set out in Chapter 2 on page 14.

In order to deliver effective governance, the local or federated governing bodies are expected to have:

1. The right people around the table
2. An understanding of the role and responsibilities
3. Good chairing
4. Professional clerking
5. Good relationships based on trust
6. Knowledge of their school, its data, staff, parents/carers/guardians, children and community
7. A commitment to asking challenging questions
8. Confidence to have courageous conversations in the interest of the children
9. Commitment to completing induction training within four weeks of taking on the role
10. All local governors to complete a range of training courses throughout each year

1.7 The role of a Local Governing Body/Federated Governing Body

The governance of Horizon Multi Academy Trust takes the form of a collective and coherent partnership. The LGBs/FGBs are supported in this role by the CEO and centrally based colleagues and educational professionals, commissioned as required by the Board of Trustees.

The role of the LGB/FGB is to understand, advise, challenge, support and encourage the school to be outstanding and to deliver the aims of the Trust.

When an LGB/FGB is performing at its best, it is fully and proactively engaged with the school through:

1. Acting as a “critical friend” by evaluating and challenging under performance, supporting and understanding progress and being consistent in the drive for educational excellence at all levels of school life.
2. Working with the school to build its own unique vision and to increase the pace of the School’s development and improvement.
3. Fulfilling an outward facing role by using the collective knowledge and skills to promote the school and to enhance relationships with all key stakeholders, the local community and local businesses. It is an essential role of the LGB/FGB to hold local knowledge of the school and its community.
4. Promoting the values of Horizon Multi Academy Trust.

1.8 Essential Characteristics of an effective Local Governing Body/Federated Governing Body

Horizon Multi Academy Trust has a very clear and shared understanding of what constitutes good and effective governance.

Schools within Horizon Multi Academy Trust will be judged to have good and outstanding governance when local governors:

1. Are able to talk confidently about teaching and learning.
2. Are extremely knowledgeable about their school and its community.
3. Are ambitious for their school and its community.
4. Ask questions which make colleagues reflect and that these discussions lead to delivering the very best outcomes for every child and adult within the school community.
5. Maintain strong and effective relationships with Horizon Multi Academy Trust.

1.9 The CEO

The CEO is the Executive Leader of the Trust and the accounting officer with overall responsibility for the operation of the Trust and its financial responsibilities. The CEO must ensure that the organisation is run with financial probity, effectiveness and stability avoiding waste and securing value for money and has delegated responsibility for the operation of the Trust including the performance of its schools and all staff. The CEO reports to the Board of Trustees on the performance of the Trust including performance of the schools and the monitoring from the local governing bodies.

1.10 Headteachers

The Headteachers are responsible for the day to day management of their schools. They are directly line managed by and accountable to the CEO.

1.11 The Learning Board

The Learning Board comprises of the CEO and Headteachers and any other person invited at the discretion of the CEO. The Learning Board will work collectively to deliver school improvement priorities across Horizon Multi Academy Trust by sharing expertise and transforming practise.

1.12 Central Services

The Trust has central services largely based at their office in Sisna Park, Estover. The services supporting our schools includes: Financial, Payroll, Human Resources, Internal and External Support, Procurement and Best Value. It also includes ESFA Returns, estate management, legal advice and support including meeting GDPR requirements and management of administrative teams.

Chapter 2

Local Governance – Membership and duties

2.1 Membership of the Local Governing Body (LGB)/Federated Governing Body (FGB)

Horizon Multi Academy Trust) believes that unless a LGB/FGB needs intervention due to its performance or ability to perform, each LGB/FGB should be free to decide its own membership and to decide upon the size that best meets their school's need within a common framework.

The majority of LGBs and FGBs will have a maximum of twelve Local Governors:

- up to seven Co-opted Governors co-opted by the LGB; (these may include parents/carers/guardians, but not staff)
- at least two elected parents/carers/guardians of a pupil at the school
- two employees of the school, usually comprising one teacher and one non-teaching staff member, elected by fellow staff

The Headteacher will attend in an ex-officio capacity.

The FGB will have a maximum of twelve Local Governors:

- up to seven Co-opted Governors co-opted by the FGB; (these may include parents/carers/guardians but not staff)
- at least two elected parents/carers/guardians of a pupil at the school
- two employees of the school, to include one from the Infant school and one from the Junior School, elected by fellow staff from each of the schools

The Executive Headteacher and Heads of School will attend in an ex-officio capacity.

2.2 Election and appointment of Local Governors

Parent Governors

At least two parent/carer/guardian's will be elected from the parent body. Their term of office will be four years and the work of the LGB/FGB and the commitment required will be made clear when nominations are sought.

The Clerk will request nominations by advertising the vacancy and asking for a response within 7 days. If there is one space and one nomination is submitted that parent/carer/guardian will be deemed elected. If there are more names than spaces a ballot will take place. If there are less names than spaces, then the Board of Trustees will make an appointment(s) to ensure there are at least two Local Parent Governors. Parents/carers/guardians working in school for more than 500hrs per annum are not eligible to stand as parent governors.

Staff Governors

In a local governing board, two places are reserved for elected Staff Governors. It is hoped that one space will be held by a teacher and a second by a non-teaching member of staff. The election process will be similar to the parent/carer/guardian vote. If a vacancy remains for three months, then the space can be offered to a second teacher or non-teaching member of staff.

In the federated governing board, two places are reserved for elected staff governors with the expectation that there will be representation from the infant and juniors.

Appointment of Co-opted Governors

The process for appointment of Co-opted Governors is determined by the LGB/FGB and the Headteacher bearing in mind the need for the process to be open, transparent and inclusive, reflecting the needs of the school and its context. It is recommended that before an appointment is made, there should be an informal interview, but if this is not possible, then it is imperative that the LGB/FGB Chair and Headteacher or other Local Governors, meet the prospective candidate first.

The Trust Board and CEO reserves the right to appoint Local Governors to a LGB/FGB. Trust Board appointed governors may also be appointed as Chair or Vice Chair if it is deemed necessary.

2.3 Requirements of a Local Governor

All Local Governors are required to:

- Complete a Disclosure and Barring Service (DBS) check within 3 weeks of becoming a Local Governor and renew the check every three years (to be arranged via the school office). Each year, in between formal checks, the Local Governor must confirm there have been no changes
- Sign the LGB/FGB Code of Conduct every year
- Complete a Personal Disclosure form
- Complete an annual pecuniary and non-pecuniary interest declaration
- Complete induction within 4 weeks of starting term of office

- Complete 6 on line or face to face training courses per year

2.4 Pecuniary interests

Any Local Governor who has any personal interest that conflicts or may conflict with the Academy's work must declare it.

In an annual declaration Local Governors must provide details relating to:

- Ownership or partnership of a company or organisation which may be used by Horizon Multi Academy Trust or the school to provide goods or services;
- Any close relation the Local Governor has to be someone who satisfies either of the above;
- Any close relationship with someone who is employed by Horizon Multi Academy Trust.

However, making an annual declaration does not remove the requirement to make an oral disclosure of the interest and temporarily leave a meeting, where the interest is relevant to something being discussed.

If the Local Governor does not withdraw from a meeting for that item because they have been expressly invited to remain in order to provide information, they must not be counted in the quorum for that part of any meeting and will not be given a vote on the matter.

Pecuniary interests

Generally, Local Governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the Articles of Association has authorised this. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit a Local Governor may have by virtue of a relationship to someone who stands to gain from a decision of the LGB/FGB. Both direct and indirect interests must always be declared.

Non-pecuniary interests (Conflicts of loyalty)

There may be a non-pecuniary interest whereby the Local Governor does not stand to gain any benefit, but a declaration should still be made. For example, this might be where a Local Governor has a family member working in the school. While the Local Governor might not benefit personally, their judgment could be impaired if something was brought up that would affect the family member.

The list of the Local Governors' pecuniary interests is published on each Academy's website.

2.5 Term of office

The length of office of all Local Governors shall be four years. Subject to remaining eligible, any Local Governor may be reappointed or stand for re-election at the end of their term.

Parent Local Governors are permitted to complete their term of office after their children have left the school but it is hoped, that wherever possible, the parent governor may release such a place by moving to a co-opted position.

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify them from the office of Trustee under the Articles of Association were they to hold such office
- they, without the consent of the LGB/FGB, failed to attend two successive LGB/FGB meetings and the Chair and the Vice Chair agree that the term of office should be terminated
- they resign from office
- they are removed from office by the CEO or the Board of Trustees

2.6 The commitment

Ethos and Values:

To be fully committed to the education of children and young people by focusing first and foremost on the needs of the pupils and their education; the values of the Trust and unique aims and ethos of their school.

The Purpose of Governance:

To accept that the role of the LGB/FGB carries with it responsibilities to accept that the attitude and approach of each individual Local Governor, as well as the LGB/FGB as a whole, is critical in determining the extent to which the LGB/FGB adds value to the school and its leadership. On this basis they are able to fulfil their main function which is to provide challenge and support for the school.

The Meaning of Governance:

To understand the distinction between governance and management. The LGB/FGB has a distinctive role which is separate from that of the Trustees, the CEO and the school's Senior Leadership Team. The Headteacher is held directly accountable by Horizon Multi Academy Trust Board for the management and performance of the school via the Senior Leadership Team. The LGB/FGB provides support and challenge, guidance and advice. In specifically identified matters, the LGB/FGB will pay particular attention to reviewing the implementation of Horizon Multi Academy Trust policies, e.g. child protection and safeguarding, as communicated to the LGB/FGB by the Headteacher.

Conflicts of Interests:

To understand the distinction between personal relationships and the role of Local Governor. Local Governors must ensure that there is a clear line between these two areas and it is essential that personal relationships do not encroach on academy business.

Local Parent Governors are required to act dispassionately and not to let their individual knowledge of their child and their circumstances colour their contributions or decision making to the LGB/FGB.

Confidentiality:

To comply with the strictest of standards in terms of confidentiality. The LGB/FGB cannot be effective if there is concern about confidentiality. Even if just one person around the table is thought to be untrustworthy in this respect, the agenda of the LGB/FGB will be curtailed and important matters dealt with elsewhere. Such a position immediately undermines the effectiveness of the LGB/FGB.

Full Engagement:

To take an active role. An effective LGB/FGB is characterised by frequent engagement in school activities by all Local Governors. Visits to the school must always be made via appointment and in agreement with the Headteacher. A record of your visit is also important.

To hold a link governor role. To monitor a specific area and to report back to the local governing body three times a year by a written report in terms 2,4 and 6.

Training. To take advantage of the range of training courses provided and as a minimum to complete at least 6 on line or virtual training sessions per year.

Attendance and Punctuality:

To give priority to LGB/FGB meetings with full and punctual attendance. Local Governors are volunteers, but by agreeing to be a Local Governor, there is an expected commitment to attend all meetings. If more than two consecutive meetings are missed, the Chair and Vice Chair should discuss the matter with the person concerned and may require the person to stand down. The smooth running of meetings is only possible when there is an orderly start and finish. This therefore requires high levels of punctuality from all Local Governors.

Professional Skills and Community Knowledge:

To bring to the LGB/FGB a passion for education and a commitment to making a difference to the children at the school. When recruiting, desirable skills could include human resources, finance, premises, health and safety and vision for exemplary education. A knowledge of the community that serves the school would be deemed beneficial to the role.

Induction of New Governors:

The Trust are keen to ensure that all new governors are able to receive a thorough induction process when they join a local or federated governing board. The process will be as follows:

- Prior to joining the governing board, the school will carry out all the relevant safety checks linked to the Safer Recruitment Policy including a DBS check.
- The Clerk will provide the governor with a copy of the Governance Handbook and will answer any questions the governor may have.
- The Clerk will organise a meeting between the new governor and the Headteacher and Chair of Governors. This will be a familiarisation meeting of the role and expectations, as well as an opportunity to meet some of the staff and have a site visit.
- The Chair of Governors and Headteacher will provide a mentor for the new governor from the existing body who is an experienced governor for the Trust.

The Clerk will arrange for the governor to have access to our training portal via Karen Powell (our Training Partner) as well as training provided by her via virtual sessions or in person. Training from Karen will include:

An induction course for all new governors from federated or local governing bodies. This course will outline the roles and responsibilities the new role brings, gives plenty of questions to start with, outlines briefly the role of Ofsted, plus covers the importance of visits and community engagement. The course offers a chance to meet other new governors and plenty of opportunities to ask questions. A course pack is sent in advance of the course so that the governor can maximise the benefit from it.

2.7 Duties

It is expected that the Local or Federated Governing Body will always promptly implement any decision or recommendations made by the Trust Board or CEO in respect of standards and performance, particularly where areas of weakness have been identified.

If the Trust Board is concerned that the Local or Federated Governing Body is not fulfilling its role, it will withdraw aspects of the delegated matters. This could be because there is concern that: -

- There is insufficient progress being made on standards
- Leadership, management or local governance has failed
- There are concerns about the safety of pupils or staff
- There is a breakdown of discipline
- The budget is moving to a deficit position
- There are falling rolls

2.8 Intervention

If the Local Governing Body fails to deliver its role, the Trust Board can put in place, for an appropriate period of time: -

- i. An Intervention Board whose responsibility will be to address the areas of weakness
- ii. Additional local governors to add strength – this could involve the replacement of the Chair
- iii. Reduced schemes of delegation

2.9. The Headteacher or Head of School

The Headteacher or Head of School will prepare written reports to the Local or Federated Governing Body three times per year. Oral reports can be made at other times and in such cases will be Minuted.

2.10 Governor Links

All LGBs and the FGB are required to nominate at least one, but preferably two Local Governors to have specific responsibility for ensuring the LGB/FGB is fully briefed in relation to;

- Literacy and Numeracy
- Safeguarding
- Special Educational Need and Disability (SEND)
- Pupil premium and grants
- Early Years Foundation Stage (EYFS) – where appropriate

Trustees discourage LGBs/FGBs from making other links to classes or subjects if it is at the detriment of delivering the essential monitoring areas well.

2.11 The Local Governing Body (LGB) and Federated Governing Body (FGB) and the Inspection process

The quality of governance will be inspected as part of an Ofsted inspection when the inspectors consider the quality of leadership and management within the school. Horizon Multi Academy Trust will ensure Ofsted understand the partnership governance role by supporting the Headteacher, if required, to write this part of the Self-Evaluation Form. It is important for Ofsted to understand the nature of governance across Horizon Multi Academy Trust as there are many models of Trust governance that now exist.

The inspection team will not comment on the structure, but rather the effectiveness of the leadership and management at all levels. However, a clear understanding of how the Board of Trustees, central teams and LGB/FGB work will be important for inspectors.

The LGB/FGB is responsible for understanding the Inspection Framework. The development of this understanding will normally need to be the subject of on-going training sessions to ensure all members are familiar with all sections of the most up to date framework, not just those that describe the inspection of governance or leadership and management. The LGB/FGB is also responsible for knowing and understanding the school's response to the recommendations of the last inspection and any significant changes since the last inspection in the quality of education and care.

During the inspection itself, which is usually scheduled with one day's notice, all LGB/FGB members should be prepared to offer to meet as a small group with the Inspection team. The inspection team might expect to meet with the Chair of the LGB/FGB as part of the inspection process but a group of two to three governors is preferable. LGB/FGB members may be asked about the quality of education and care and the leadership of the school at all levels. The inspection team will be seeking to evaluate how well the Local Governors are able to challenge and support the school and how the Trust supports their work.



Chapter 3 Clerking and Chairing

3.1 The role of the Clerk

Each LGB/FGB will appoint a Clerk to support their role and to ensure the efficient functioning of the LGB/FGB.

Further hours can be claimed, with the prior agreement of the Chair and Headteacher, for additional work such as clerking panel meetings or supporting additional pieces of work or implementing improvements from training at local level.

The process for appointing a Clerk and future performance management will be delegated to the Chair of the LGB/FGB.

The Clerk will prepare an outline agenda from the annual management plan for the Chair to discuss with the Headteacher. Subsequently, the Clerk will ensure all Local Governors can access the agenda and supporting papers at least seven days prior to the meeting.

The Clerk will facilitate meetings and promptly prepare a set of draft minutes, for the Chair to review. Draft Minutes must then be made available to all Local Governors, within ten days, and a copy sent to the Clerk to the Trust Board.

The Clerk will maintain membership records and ensure GIAS is accurate at all times and also report at each meeting that website information on membership is correct.

The Clerk will update attendance records on the website and ensure all Local Governors have access to it.

The Clerk will ensure all new local governors are given access to the Horizon Multi Academy Trust governance handbook.

If the Clerk is unable to attend a meeting, the LGB/FGB may appoint a Local Governor, who is not a member of staff, to clerk for the purposes of that meeting.

The Clerk will be offered professional support through training and an annual performance management meeting.

3.2 The role and expectations of the Chair

The Chair for the following academic year is usually elected by the Local Governors each July. The term of office is one academic year, but the Chair is eligible for reappointment at the end of that term, although it is best practice that the Chair does not hold a term of office in excess of four years without a break.

Staff and former staff of that school are not permitted to be Chair or Vice Chair.

The Trust Board and CEO reserves the right to remove or replace a Chair from office at any time. This would not necessarily affect the individual's position as a Local Governor.

The responsibilities of the Chair include the following:

- to chair meetings of the LGB/FGB;
- to finalise the agenda for meetings with the Headteacher using the Trust annual governance plan as a basis for discussion and then advise the clerk;
- to line manage and give annual performance management to the Clerk;
- to maintain good communication with the central Horizon team;
- to attend the Chair group meetings with the CEO.

Additional advice on the role of Chair is included in Chapter 7, page 50.

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the LGB/FGB, the Chair of the LGB/FGB (or the Vice-Chair in their absence) in consultation with the CEO, shall take appropriate action on behalf of the LGB/FGB, advising all Local Governors as soon as is practicable.

The Chair must protect the Headteacher's welfare and be aware of their workload and stress level. If a Chair has concerns about the Headteacher's performance or welfare, they must discuss it confidentially with the CEO.

3.3 Election of the Chair and Vice Chair

The Clerk to the LGB/FGB will conduct the election of the Chair in July each year. If there is a new Chair, they will take over from 1 September.

Local Governors will be asked to self-nominate in advance of the meeting. Nominations on the day will only be accepted where no written nominations have been received prior to the meeting.

In support of their nomination, each candidate should prepare a brief statement explaining why they believe they would be a good Chair. Anyone paid to work at the academy – the Headteacher and staff cannot be elected as Chair or Vice Chair. Unless in exceptional circumstances, a former member of staff of that school should not be Chair.

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

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

The Vice Chair is also appointed by the LGB/FGB for one academic year and is also eligible for reappointment at the end of the summer term.

All Chairs benefit from the work of a supportive Vice Chair and the Vice Chair should be seen as the Chair designate. However, if this is not the case, the LGB/FGB should appoint a second Vice Chair to ensure succession planning is in place, rather than lose a supportive Vice Chair.

The CEO and Board of Trustees reserve the right to remove or replace the Chair or Vice Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The responsibilities of the Vice Chair will include the following:

- to deputise for the Chair in their absence;
- to ensure Local Governors fulfil their commitment to visit their school;
- to oversee appropriate arrangements for governors to meet their training requirements.

In the absence of both the Chair and the Vice-Chair at a meeting, the LGB/FGB will elect a temporary Chair for that meeting only. This must not be a member of staff.



Chapter 4

Meetings of the Local Governing Body/Federated Governing Body

4.1 Meetings

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

Any individual not having received printed or electronic notice of a meeting or a copy of the agenda shall not invalidate the content of a meeting.

The meeting must be quorate with 50% of the filled places rounded up. (For example, to have more co-opted/parent governors than staff governors). A meeting will not be permitted to make decisions if it subsequently becomes inquorate due to the early departure of local governors before the meeting's end.

Meetings should aim to be no longer than two hours in length and it is anticipated there will be six meetings per year. The time of arrival post the start of the meeting and the early departure of any local governor before the end of a meeting, will be recorded in the Minutes.

Any decisions by the Local/Federated Governing Body will be made by a majority vote. Proposers and seconders are not required. Proxy voting is not permitted. In the case of a tied vote, the Chair shall have the casting vote providing they have voted previously. Any local governor may choose to abstain from a vote.

Local governors may, accept a fellow local governor's request to participate in the meeting by conference call, Teams, Zoom, Skype, Facetime, or similar, with the agreement in advance of

the Local/Federated Governing Body and providing suitable equipment is available to support this.

The Local/Federated Governing Body will arrange at least one local governor mornings/afternoons per annum where local governors can focus on specific areas of their monitoring and evaluation role or undertake Local/Federated Governing Body training together.

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

No item will normally be raised without notice on the agenda except for Chair's Urgent Business and Head's Urgent Business which will be dealt with early in the meeting. Any local governor may ask the Chair to add a subject to the next agenda.

Local Governors must always reflect on the impact of their meetings. This should be Minuted before the close of each meeting.

4.2 Agendas

Horizon Multi Academy Trust believes that whilst schools benefit from being part of the Horizon family there are also aspects of leadership and management that will always be best discussed and resolved at local level.

However, it is also important to the overall governance structure that the work of the LGBs/FGBs supports and enables the Board of Trustees, Senior Leadership and the CEO's work. LGBs/FGBs duplicating workload will not only impact on the work of a Headteacher but on the effectiveness of local governance and the school.

It is therefore important that LGB/FGBs follow the sample agendas provided so that if the Board of Trustees, Senior Leadership Team or the CEO requires to measure effectiveness of one element of education provision over the Trust they can gain an accurate picture from all the LGB/FGBs at the same time.

There is however space on these agendas for items which are unique to your setting.

Sample agendas are detailed on pages 36 to 38.

4.3 Part II business

Any discussion of time sensitive issues or confidential discussions about pay, staff performance or personnel issues should be Minuted under Part II business.

Anything that identifies a child will be discretely shared in Part II for information purposes only enabling the LGB/FGB to fulfil their statutory functions. At no time will a child be named.

Local Governors may invite persons who are not Local Governors (to attend the whole or part of any meeting for purposes connected with the meeting but these observers must be asked

to leave for any confidential matters which will be conducted under Part II (confidential) procedures.

4.4 Exclusion from a meeting

Staff or anyone paid to work at the school will be excluded from parts of the meeting when the subject matter concerns a discussion about the performance or pay of an individual member of staff. The Headteacher or Head of School will also leave the meeting when their performance or pay is the subject of discussion.

Local Governors who are related to any members of staff will be required to declare such association and withdraw from the meeting during any discussion where that relation could benefit from the outcome.

4.5 Inviting others to meetings

When the Headteacher or Head of School is absent, a nominated deputy can take their place. The Headteacher or Head of School may also invite staff to support them in the meeting.

The CEO will be invited to attend all meetings and will expect to attend at least one Local/Federated Governing Body meeting, per school, per year. They will participate in all matters and will have a casting vote if necessary.

In the case of a local or federated governing board, anyone who is not a local governor, ex-officio, or the CEO, will be asked to leave for all Part II items.

In the case of the federated governing board, the ex-officio will be the Executive Head.

4.6 Minutes of Local and Federated Governing Body meetings

Minutes of LGB/FGB meetings will be made available to interested parties on request (although any confidential matters will be redacted). Minutes will not be displayed on the school website.

In order to measure impact, it is requested that each meeting ends with a question -_What difference have we made to children/young people at our school by decisions and challenge at this meeting?

Minutes will be numbered with continuous numbers throughout each academic year giving each item a distinct number.

4.7 Communication with and within the Local/Federated Governing Body

Any written communication will be shared with all local governors except in the cases of a complaint or grievance.

The CEO will provide update reports for LGBs/FGBs 6 times a year. The CEO and the Chair of Trustees meet all Chairs three times a year.



Chapter 5 The Scheme of Delegation

5.1 Rationale and Overview of the Scheme of Delegation

The underlying principles for this Scheme of Delegation are;

1. That all schools are in a partnership of equals, irrespective of their size, location or length of membership.
2. Horizon Multi Academy Trust is a charity and it remains true to its aims and objectives.
3. Horizon Multi Academy Trust is mindful that one of its core functions is to ensure that all statutory obligations are met.
4. Horizon Multi Academy Trust believes the Local Governors of each Local Governing Body (LGB) /Federated Governing Body (FGB) are best placed to ensure their school meets the needs of their local community.
5. Horizon Multi Academy Trust Board of Trustee's intention is for the Scheme of Delegation to be practical in its application in order for the LGBs/FGBs to discuss and advise at a local level to fully meet the needs of their children and their local community. Where a school has been judged as inadequate by Ofsted or considered vulnerable by the Board of Trustees or the CEO, Trustees reserve the right to intervene.

It is important that the various layers of governance are clear about their contribution to governance overall. The following pages show the differing responsibilities of the Trustees, the CEO, the LGB/FGB and Headteachers.

The Horizon Multi Academy Trust – Scheme of Delegation

Function	Trust	CEO and Central Team	Local Governing Body	Headteacher
<p><i>Vision, ethos and strategy of the Trust</i></p> <p><i>The Trust, in consultation with its stakeholders, is responsible for defining and setting the ethos and vision for the Trust</i></p>	<p>Setting the Trust vision: To define the vision of the Trust reviewing biennially</p>	<p>To ensure that protocols, guidelines, practice and policies reflect the vision, ethos and strategy of the Trust</p>	<p>To support the vision, ethos and strategy of the Trust</p>	<p>To support and endorse the vision, ethos and strategy of the Trust</p>
	<p>Setting Trust Strategy: To agree and review annually the strategy of the Trust</p>	<p>Develop the agreed strategy into a Trust Development Document which is regularly reviewed</p>	<p>To contribute to the Trust's strategic plan as required</p>	<p>Ensure where relevant, Trust strategic plans are implemented</p>
	<p>Setting Trust culture and values</p>	<p>Ensure that the Trust is driven by a clear culture and values</p>	<p>To ensure that the Local Governing Board adheres to the culture and values of the Trust</p>	<p>To ensure that the school adheres to the culture and values of the Trust</p>

	Setting Trust Development plan in line with Trust priorities. To agree an annual Academy Development Plan	To annually review the Development plan taking into account in budget, personnel and standards	To beware of the Trust Development plan and ensure the school's development plan corresponds to that of the Trusts	To prepare an annual School Development Plan which reflects the needs of the school and corresponds with the direction of the Trust
<p>Further growth of Trust through further Academy conversions</p> <p><i>The Trust has sponsoring status. The Trust would consider other schools joining the Trust both as convertors or sponsored as there is capacity within the MAT to support growth.</i></p>	Agree in principle to explore option to consider an additional school	<p>Liaise with Regional School Commission (RSC) project lead</p> <p>Liaise with School (or LA if sponsored school) and Governing Body</p> <p>Conduct due diligence exercise on applicant school</p>	N/A	N/A
	Consider a resolution to accept a new academy	Recommend resolution to accept a new academy	N/A	N/A
<p>Admissions</p> <p><i>The Trust Board is the admitting authority for the Academies within the Trust</i></p>	<p>Consult LGB/FGBs and other stakeholders annually on the Admission Policy</p> <p>To determine and consult on the Admission Policy and ensure it is then adopted and published accordingly on school and Trust websites</p>	To propose Admissions Policy reflecting changes in guidelines and legislation	<p>To respond to Admissions policy consultation</p> <p>To be aware of current Admissions Policy</p>	<p>To respond to Admissions policy consultation</p> <p>To ensure admissions policy is published on school website</p>

	To annually commission Plymouth LA to handle EYFS admissions, in year admissions and Independent Appeals	To advise the Trust board on changes to admission arrangements	N/A	N/A
	To ensure schools administer admission and attendance registers	To regularly scrutinize admission and attendance at each school	To receive reports on attendance at the school and challenge where appropriate	To monitor admission and attendance at the school and challenge where attendance is an issue
Behaviour and exclusions <i>The Trust will have an overall written statement of general Behaviour principles</i>	To approve Behaviour Statement determining promotion of good behaviour and discipline	CEO to recommend Behaviour Statement	To adoption a Behaviour Policy	<p>To produce an individual Behaviour Policy determining measures to promote good behaviour and discipline within its own school</p> <p>To manage Behavioural issues at school level</p>
	To arrange Exclusions appeals panel as required	To ensure that schools adhere to agreed correct procedures and guidelines	To form a panel to review the Headteacher's decision to exclude where exclusions are more than 5 consecutive days or 45 days in an academic year or a permanent exclusion	To liaise with the CEO on all proposed exclusions whether fixed term or permanent and then to advise the Chair of the LGB/FGB.

<p>Collective Worship</p> <p><i>The Trust will ensure that collective worship reflects statutory requirements and reflects the demographic of school's within the Trust</i></p>	<p>To review Collective worship in each school</p>	<p>To advise Trust Board on the implementation of Collective Worship across the Trust</p>	<p>Adopt Collective Worship Policy</p>	<p>To produce a collective worship policy ensuring compliance of the legal requirements</p>
<p>Curriculum Standards</p> <p><i>The Trust is accountable for standards achieved by pupils in all schools. The Trust answers to the RSC for Standards in the schools.</i></p> <p><i>The Trust has a Curriculum and Standards Committee to closely scrutinize achievements at schools and will report to the Trust Board.</i></p>	<p>To ensure that a broad, balanced and enriched curriculum is available to all pupils, including EYFS and to adopt an embracing Curriculum Statement of Intent for the Trust</p> <p>To monitor the impact of the curriculum</p> <p>To review three yearly assessment and data drops</p> <p>To adopt a Sex and Relationship statement</p>	<p>To ensure that a broad, balanced and enriched curriculum is available to all pupils and to establish an embracing Curriculum Statement of Intent for the Trust</p> <p>To oversee the delivery of the Sex and Relationship curriculum across the Trust</p>	<p>To monitor the impact of the curriculum on standards, reviewing pupils' attainment and progress</p> <p>To review standards across the school</p> <p>To adopt a Sex and relationship policy</p>	<p>To establish a Curriculum Policy including RE that reflects the needs and diversity of the school communities ensuring the implementation of a broad, balanced and enriched curriculum</p> <p>To manage the impact of the curriculum on standards reviewing pupils' attainment and progress (including differing groups)</p> <p>To share data centrally once a Term</p> <p>To prepare a Sex and Relationship policy for adoption</p>
	<p>To nominate representative of Trust Board to attend inspections</p>	<p>To attend and support schools during the OfSTED inspection and attended feedback of the Inspection.</p>	<p>To nominate a representative of Local Governing Board to attend inspections</p>	<p>To take the lead in preparing for and during the inspection</p>

<p>Extended Services</p> <p><i>To ensure that best value for money is secured. Where it will be most effective there will be a move to bring services in house, however there will be a need to meet local context</i></p>	<p>To review annually, during the budget setting process, the purchase of extended services</p>	<p>To recommend annually the purchase of extended services and demonstrate best value</p> <p>To maintain an inventory of purchased external services and determine where it is cost effective and practical to bring in house</p>	<p>To maintain an overview on all extended services</p>	<p>To ensure best value for all extended services</p>
<p>Financial Performance</p> <p><i>The Trust will ensure that Audit and all other EFSA requirements are adhered to and be the legal entity responsible for funds allocated to schools. and will report to the Trust Board.</i></p>	<p>Appoint CEO as accounting officer</p> <p>Appoint CFO</p> <p>Establish controls framework including internal audit</p> <p>Annually recommend to the Members the appointment of an external auditor</p> <p>Ensure compliance with ESFA requirements</p> <p>To ensure adequate insurance is in place</p> <p>To ensure production of annual report and accounts, with regard to accounts consolidation</p>	<p>To comply with all legal and statutory financial requirements in the administration and management of the Trust</p> <p>To implement the Trusts Financial Policies</p>	<p>To be consulted where decisions are made by the Trust and have an impact on the finances of the school.</p> <p>To review the finances of the school</p>	<p>To ensure that all Trust policies and guidelines are adhered to.</p> <p>To ensure that there is monthly monitoring of school expenditure</p>

	<p>exercises required by DfE</p> <p>Manage conflicts of interest and related party transactions</p> <p>To maintain and annually review a risk register</p>			
	<p>Annually adopt the Finance policy and set delegated spending limits</p> <p>Finance and Audit committee with appropriate financial skills to scrutinise budgets and report to Trust Board throughout the year</p> <p>To adopt an annual budget for each school and the central office</p> <p>To receive monthly management accounts forecasts and cash positions</p>	<p>Annually propose the Finance policy and delegated spending limits</p> <p>To recommend an annual budget for each school and the central office</p> <p>To ensure that central staff have appropriate and regularly training to fulfill their functions.</p>	<p>To maintain an overview of the budgets for their schools</p> <p>To be aware of the Finance policy</p>	<p>Budgets to be set in consultation with the central team.</p> <p>To follow the Trust Finance Policy</p>
	<p>To ensure pupil premium is being spent on improving attainment for eligible pupils</p> <p>To monitor the spend of sports premium</p>	<p>To report on pupil premium to demonstrate it is being spent on improving attainment for eligible pupils</p> <p>To ensure websites are compliant</p>	<p>To challenge pupil premium spending and impact</p> <p>To ensure the website is compliant re reporting of pupil</p>	<p>To decide how to spend pupil premium and measure impact</p>

			premium spend and impact	
	To approve the Charging and Remission policy	To recommend the Charging and Remission policy	To maintain an overview of the Charging and Remission policy	To work within the requirements of the Charging and Remission policy
<p>Governance</p> <p><i>The Trust has the stated aim of ensuring that schools have appropriate Support and Challenge. It is this aim to ensure effective and robust governance structures at all levels supporting and challenging school performance</i></p> <p><i>The Horizon Multi Academy Trust is the statutory body for all the schools in the Multi Academy Trust.</i></p> <p><i>The Trust Board may delegate such authority as it deems appropriate to a Local Governing Body but the Trust Board remains collectively and personally responsible for every decision made by the Local Governing Body.</i></p>	<p>To be responsible for the standards and operation of all schools in the Trust.</p> <p>To take decisions on the delegation of powers.</p> <p>To set governance policies (i.e. data protection, information sharing, Freedom of Information (FOI), code of conduct, complaints, whistleblowing)</p> <p>To set trust safeguarding practices, with regard to statutory guidance including appointing designated safeguarding lead (DSL)</p> <p>To review the terms of reference, constitution of</p>	<p>To be responsible for the standards and operation of all schools in the Trust.</p> <p>To ensure compliance for all policies related to governance.</p>	<p>To review membership annually.</p> <p>To ensure that delegation and policies relating to the LGB role in governance is adhered to</p> <p>To appoint a chair and vice chair</p>	<p>To ensure that Local Governing Bodies have the appropriate information and guidance to fulfill their function</p>

	<p>committees and LGB/FGBs annually.</p> <p>To remove or appoint the chair or vice chair of a committee or LGB/FGB from office at any time</p> <p>To appoint a clerk to the Trust Board</p> <p>To meet at least six times a year</p> <p>To maintain a register of interests for Members and Trustees</p> <p>To approve a Trustee and local governor allowances and expenses policy</p>	<p>To remove or appoint the chair or vice chair of a committee or LGB/FGB from office at any time</p> <p>To recommend a Trustee and local governor allowances and expenses policy</p>	<p>To appoint a clerk to the LGB/FGB</p> <p>To meet six times a year</p> <p>To maintain a register of interests for Local Governors and update GIAS</p> <p>To annually adopt the Code of Conduct</p>	
<p>Health and Safety</p> <p><i>We work collaboratively, diligently and thoroughly in this area</i></p>	<p>To approve the Health and Safety policy</p> <p>To commission a condition review of each school on a five termly basis, although this might depend on the condition of the building</p> <p>To receive termly Health and Safety reports from each school</p>	<p>To hold proof of mandatory Health and Safety checks</p>	<p>To maintain an overview of Health and Safety</p> <p>To collate and advise the Trust Board and Business Operations Manager on condition issues and collaborate with external bidding e.g. CIF.</p> <p>To carry out conditions and risk register walks</p>	<p>To ensure that a PIC is maintained and the Health and Safety policy is implemented</p> <p>To engage with the Estate Management Team</p> <p>To record and report to the LGB/FGB, CEO, Business Operations Manager and Trust Board on HSE notifiable accidents or incidents</p>

	To report and co-operate with any HSE enquiries or investigations		with the site manager or caretaker and Headteacher or Executive Headteacher on a termly basis To report and co-operate with any HSE enquiries or investigations	To ensure that all statutory HSE testing and certificates are in place To engage with the Trust in any grant process eg. CIF bids The Headteacher will ensure that staff have had the appropriate training related to their roles and comply with health and Safety expectations To report and cooperate with any HSE enquiries or investigations
Parents and the community <i>A stated aim of the Trust is “engage with local communities, businesses and other education providers to remove barriers to learning and raise aspirations for our pupils”.</i>	Ensure information on the Trust website is up to date and compliant with the School Information Regulations (SIR)	Ensure school websites are up to date and comply with SIR	Check school websites are up to date and comply with SIR	Ensure school websites are up to date and comply with SIR
	Approve a Compliments and Complaints policy		To form a complaints committee as required	To advise the LGB/FGB of all complaints) level and subject not detail)

	To be the Appeal Committee for complaints		To maintain an overview of the level of complaints	
	Ensure the Trust complies with the Freedom of Information and GDPR requirements			Ensure training is in place for DPOs. Report any breaches of GDPR to LGB/FGB
			To review surveys of parents, staff and children	To work with the LGB/FGB to complete stakeholder surveys
Pupil Wellbeing <i>The Trust will ensure legislation related to safeguarding is enforced in school</i>	To receive and monitor reports on the achievement and well-being of disadvantaged groups of children	To prepare, following regular review, the achievements and well-being of disadvantaged groups	To ensure a local governor is appointed with an overseeing role for disadvantaged groups and receive reports on the achievement and well-being of these groups	To monitor and report on the achievement and well-being of disadvantaged groups within the school To prepare an annual Pupil Premium report Ensure the provision of Free School Meals to those pupils meeting the criteria
	Nominate safeguarding and LAC lead trustee	To ensure compliance with statutory guidelines	To ensure there are strong governor links to safeguarding and LAC	Each school to appoint a designated teacher to promote the educational achievement of looked after children on the school roll

	Nominate SEND lead trustee To ensure that the Trust and each school complies with the SEND Code of Practice	To ensure compliance with statutory guidelines	To ensure there is a governor with responsibility for overseeing SEND at the school	Each school to appoint a trained and designated SENCO
	To ensure the Trust and each school complies with the Equality Act 2010 and the Public Sector Equality Duty and publish equality objectives and information about how it is doing this	To report to the Trust Board how schools complies with the Equality Act 2010 and the Public Sector Equality Duty and publish equality objectives and information about how it is doing this	To maintain an overview of how the school complies with the Equality Act 2010 and the Public Sector Equality Duty and publish equality objectives and information about how it is doing this	To ensure the school complies with the Equality Act 2010 and the Public Sector Equality Duty and publish equality objectives and information about how it is doing this
	Agree a policy for making arrangements for supporting pupils with medical conditions.	To inform the Trust Board on arrangements for supporting pupils with medical conditions	Monitor how pupils with medical conditions are supported in school	To make arrangements for Supporting Pupils with medical conditions.
	Agree a SCR policy	To ensure that regular reviews of school's individual SCRs take place	To regularly review the SCR	To implement and monitor the SCR within their schools
School organization	To set the terms and holidays for each school	To present to the Trust	To be consulted on Term dates	To meet the terms and holidays for each school To consult with the CEO and set the times of school sessions

<p>Staff performance and pay</p> <p><i>The Trust will ensure that employees will be of the highest quality and their well-being ensured</i></p>	To annually approve a pay policy	To recommend a pay policy	To be aware and comply with the Trust pay policy	To comply with the pay policy
	To approve a performance management policy	To recommend a performance management policy	To maintain an overview of the performance management policy	To implement the performance management policy ensuring all staff have annual performance meetings. To conduct the Performance Management of the senior administrator with the Trust's Business Managers
	To conduct the CEO Performance Management	To engage in the CEO's performance management process	N/A	N/A
	To receive confirmation of headteacher's performance management	To conduct with LGB/FGBs Headteacher Performance Management	For 2-3 local governors to conduct with the CEO the Headteacher's Performance Management and review mid-year	To engage in the Headteacher's performance management process
<p>Staff recruitment, management and structures</p> <p><i>The stated aim of the Trust is to "have the right people in the right place at the right time."</i></p>	<p>To establish a selection panel to recruit staff on leadership points, central business managers, school business manager or equivalent school lead</p> <p>To adopt a Recruitment policy including Safer Recruitment</p>	<p>To review vacancies across the Trust</p> <p>To review applications and advertisements</p>	<p>To become involved in the recruitment process as required</p> <p>To support selection panels for other staff where appropriate</p>	<p>All vacancies to be reported to the Central office and applications and advertisements agreed by central office</p> <p>To support selection panels for other staff where appropriate</p>

	To appoint or remove the CEO			
	To adopt staffing structures as part of budget setting	To review and recommend staffing structures	To maintain an overview of staffing structures	To contribute to the review of staffing structures as part of
	To adopt policies relating to Disciplinary, Sickness and Capability procedures	To recommend policies relating to Disciplinary, Sickness and Capability procedures	To maintain an overview of the Disciplinary, Sickness and Capability procedures	To implement and adhere to policies relating to Disciplinary, Sickness and Capability procedures
	To adopt a safeguarding policy and ensure all DBS central records are in place	To produce a safeguarding policy and ensure all DBS central records are in place	To check the Single Central Register	To implement safeguarding policy and ensure all DBS central records are in place
	To adopt a Redundancy policy To determine dismissal payments/early retirement payments	To produce a Redundancy policy	To maintain an overview of the Redundancy policy and process	To implement a Redundancy policy

5.2 Sample agendas

Term 1 Teaching and Learning focus	Term 2
<p><u>Procedural</u></p> <p>Welcome and apologies Declarations of interest Annual Review of membership and every two years a skills audit Complete annual pecuniary interest forms and Code of Conduct Minutes of the last meeting and matters arising Chair's and Headteacher's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Receive report on summer testing results and trends Presentation on pupil tracking system Overview from Headteacher at start of academic year Report on planned use of pupil premium Review progress on School Improvement Plan Safeguarding update H&S update including any accident reporting CIF planning Admissions update Horizon support and updates Report on collective acts of worship Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Local Governor visits Clerk's Confirmation that Governance Information on Website is correct Governor training Formulation of a LGB/FGB Action Plan</p>	<p><u>Procedural</u></p> <p>Welcome and apologies Declaration of interests Minutes of last meeting and matters arising Chair's and Headteacher's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Questions on Leadership report Review attendance Chair's confirmation that Headteacher's Performance Management is complete Receive update on staff performance management Review School Self Evaluation document Review Parent View and plan parent surveys Admissions update H&S update including any accident reporting Safeguarding update Horizon support and updates Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Report from link governors: - Safeguarding Maths Pupil Premium English Early Years SEND Other Local Governor visits Clerk's Confirmation that Governance Information on Website is correct Governor training LGB/FGB Action Plan</p>

Term 3 Teaching and Learning focus	Term 4
<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of the last meeting and matters arising Chair’s and Headteacher’s urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Monitor the success of the phonics programme Review progress on School Improvement Plan Achievement of groups – FSM, service family children, LAC, SEN and report on predicted outcomes ASP/Data dashboard review Report on impact of pupil premium in previous year H&S update including any accident reporting CIF submission updates Enrichment update Admissions update Safeguarding update Horizon support and updates Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Local Governor visits Clerk’s Confirmation that Governance Information on Website is correct Governor training</p>	<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of last meeting and matters arising Chair’s and Headteacher’s urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Questions on Leadership report Review progress on School Improvement Plan Review parent survey results Plan survey of staff/pupils (as required) Review of Academy website H&S update including any accident reporting Horizon support and updates Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Report from link governors: - Safeguarding Maths Pupil Premium English Early Years Other Local Governor visits Governor training Clerk’s Confirmation that Governance Information on Website is correct LGB/FGB Action Plan</p>

Term 5 Teaching and Learning focus	Term 6
<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of the last meeting Matters arising Chair's and Headteacher's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Review progress on School Improvement Plan Review staffing structure for following year Presentation on behaviour H&S update including any accident reporting CIF updates Safeguarding update Horizon support and update Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Local Governor visits Clerk's Confirmation that Governance Information on Website is correct Governor training</p>	<p><u>Procedural</u></p> <p>Welcome and Apologies Declaration of interests Minutes of last meeting Matters arising Chair's and Headteacher's urgent business</p> <p><u>Academy Improvement, overview and scrutiny</u></p> <p>Questions on Leadership report End of year testing results Review progress on School Improvement Plan and update on a new plan for the coming year H&S update including any accident reporting Safeguarding update Horizon support and update Barriers to progress</p> <p><u>Local Governance monitoring and development</u></p> <p>Report from link governors: - Safeguarding Maths Pupil Premium English Early Years Local Governor visits Clerk's Confirmation that Governance Information on Website is correct Governor training Governor Action Plan – focus for following year Election of Chair and Vice Chair Appoint governors with specific responsibilities for the year ahead Set up a hearings committee (staffing, exclusions and complaints) Evaluation of LGB/FGB's work</p>

Chapter 6 Local Governor monitoring

6.1 The role of Link Local Governors

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

The purpose of a link role is to take a lead monitoring role on a specific strategic area for development and improvement. The priorities for link local governor champions reflect the annual School Improvement Plan, and also ensure the school's longer-term vision and aims are being achieved.

Local Governors play an important role in knowing their school well and working with parents, children and staff. However, there is also an expectation that governor links will develop their skills by communicating, and where possible visiting, their partner link local governors in other Horizon Multi Academy Trusts schools to ensure clarity and consistency of approach.

6.2 The responsibilities of a Link Local Governor

- Building a trusting, professional working relationship with the member of school staff responsible for the identified curriculum/priority area, so that the local link governors can become true critical friends;
- Investing in the curriculum/priority area and attend occasional team meetings or visits with the relevant school staff regularly;
- Regularly reviewing and evaluating the strategies in place to improve outcomes for all children within the curriculum/priority area;
- Scrutinising the data/information used for self-evaluation within the identified curriculum/priority area;
- Ensuring that The Horizon Multi Academy Trust policies are followed in the identified curriculum or priority area and highlight any concerns about short comings in policy or practice;

- Reporting back to the Local Governing Body (LGB)/Federated Governing Body (FGB) and via Minutes;
- Being an advocate for the identified curriculum/priority area within the LGB/FGB meetings.

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

- Take a special interest in your link area
- Ensure that your link area remains high on the school and Horizon Multi Academy Trust agenda
- Attend in-school training where possible
- Meet termly with the subject/area lead to discuss strengths and areas for further development
- Be involved in the school's work with parents/carers/guardians
- Ask about resourcing of your subject/area
- Complete training in order to keep up to date with developments
- Write brief reports of your work

6.3 Monitoring and reporting schedule

Link local governors will need to meet with the relevant teacher/staff member at least two times a year, or more where necessary, and will formally report to the LGB/FGB three times a year.

Before each meeting contact the relevant link teacher/member of staff to arrange a convenient time for the visit, giving them at least one week's notice and agree an agenda for the meeting so that all parties can be fully prepared. These meetings can be held by social platforms such as Teams or Zoom if convenient to both parties.

6.4 What Link Local Governors can ask

A list of sample questions is included from page 41 onwards. These are not meant to be prescriptive but a starting position to determine what you already know or what you might like to find out. Each link local governor will generate additional questions once visits take place and as each Local Governor gains confidence and knowledge.

6.5 Writing your report

Please use the pro-forma provided on page 46. If there is more than one link per subject this can be a joint report or two separate reports. Whilst you are expected to report three times a

year the number of visits/activities is not prescribed. Therefore, your report might cover more than just one visit with the co-ordinator or subject leader and may include a visit to a lesson or a parent event. Your report is a summary of any engagement.

All reports must be shared with the Headteacher or Head of School before being shared with staff or being sent to the clerk for circulation. Please ensure you meet reporting deadlines as all schools within the Horizon Multi Academy Trust report during the same month to enable the Board of Trustees and CEO to monitor effectively.

6.6 Sample Subject specific questions

Maths and English

Review of the previous year

- How good was achievement (attainment and levels of progress) across Key Stages?
- What are the key achievements of the previous year, for the children and staff?
- Are the results for reading/writing similar?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)

Priorities for the forthcoming year

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

Progress

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

CPD

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

End of year review

- How prepared is the team for SATs/how did SATs week go?
- How good is students' achievement (attainment and levels of progress) across the Key Stages?

- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)
- Are we on track to achieve our targets?
- What support have we provided for parents/carers/guardians in supporting their children's learning?
- What changes are being discussed for next year?
- How is best practice shared?
- Is the school receiving any external advice/support for subject delivery?

Safeguarding (includes Looked After Children (LAC and Child Protection)

Key staff

- Who are the key staff?
- Who provides cover whenever the designated person is unavailable?
- Have all staff members (including the designated teacher) received training at the appropriate level?
- Are all staff aware of relevant policies in place and familiar with referral processes?
- Does safeguarding training include teaching assistants and mealtime assistants?
- How are staff aware of the Whistleblowing policy and its contents?
- What resources/training are required for this year? What is the expected impact of these?
- Do all staff receive induction training on child protection appropriate to their role and responsibilities?

Children and families

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

Staffing

- How many staff have completed the Safer Recruitment training?
- Are references sought for all shortlisted candidates prior to interview so that any issues can be taken up with the candidate at interview?
- When did the designated staff member last attend safeguarding training?
- Who is the designated teacher to promote the educational achievement of Looked after Children (LAC)?
- Does the designated safeguarding lead, through the teacher for Looked after Children have the details of the child's social worker, and the name of the virtual school head in the authority that looks after the child?
- Are all the staff aware of reporting requirements with regards to known cases of female genital mutilation?

Training

- How often are staff trained on how to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm?

- How vigilant are staff in monitoring children who go missing, particularly on repeat occasions and alert to the possibility that this may be linked to abuse and neglect, including child sexual exploitation (CSE)?
- Have all the staff had Prevent training?
- Is the number of children on the child protection register increasing?
- How much time does dealing with case reviews and other agencies involve?
- How does the school ensure it meets all health and safety legislation?
- How does the school control and administer medicines?
- What is the cycle of safeguarding training at the school and how are you kept informed of this as governors?
- How do your safeguarding leads work with Horizon trust ensuring we meet our statutory responsibilities?
- How are staff (and governors) kept up to date on the updates within KCSiE?
- How do you check the implementation of this in school?

Sexual Harrassment and Sexual Abuse

- How are we training staff to identify and deal with concerns about child on child abuse?
- What levels of concern do we have about sexual abuse to children at our school from outside life?
- How do we protect our staff against sexual harassment?

Special Educational Needs and Disabilities (SEND)

Practice

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

Staffing

- Who is the Special Educational Needs and Disabilities Co-ordinator (SENDCO)?

- Is he/she appropriately experienced, qualified and supported?
- Is the SENDCO on the Senior Leadership Team?
- What SEND training is undertaken and planned for all staff?
- How are TAs deployed to support children with SEND?

Resources

- What external services from outside agencies does the school draw upon?
- Can value for money be demonstrated?
- How confident are you that money for pupils with SEND is being used efficiently and effectively compared to other pupils?

Families

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

Early Years

Review of the previous year

- How well did children achieve in Early Years last year?

The current year

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

Progress

- What were the key achievements over recent terms?
- How is progress in Early Years tracked?

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

Attainment

- What are the children's exit levels predicted to be in Early Years at the end of the year?
- Are there any particular areas which need to be focused on? Are these cohort specific or Academy specific? How are these areas being addressed?
- What strategies have proven successful? Are they embedded? Will they continue to be implemented next year?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)
- How is the transition to Key Stage 1 managed?

Pupil premium and PE and Sports Premium

Eligibility and numbers

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

Staffing

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

Making a difference

- How do we evaluate the effectiveness of its Pupil Premium strategy?
- How much progress is being made by each pupil receiving Pupil Premium, given that she/he must make at least good progress?
- What is the school's ambition for the attainment and progress of Pupil Premium eligible pupils and is that in line with the national average?

- What are the barriers to learning that staff members have identified for Pupil Premium pupils?
- High expectation of pupils is so important, what is the school doing to raise expectations for what Pupil Premium eligible pupils can achieve among the children themselves, their parents/carers/guardians and school staff?
- How has school learned about the most effective strategies in the context in which it works?
- Looked-after children (i.e. children in care) need particular support with Pupil Premium. What interventions are making a positive difference for them?
- On the school website, how detailed is the account of the Pupil Premium spend? How much is being received and how well it is used?

Parents/carers/guardians

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

PE and Sports premium

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



6.7 Link Governor Report Form

<p>Linked Area:</p> <p>Governor</p>
<p>Successes and strengths</p>

Areas undergoing development

Engagement with children and feedback

Any pupil premium observations

Overall evaluation and link governor's summary of visit

Signed..... Date



Chapter Resources 7

7.1 Resources

The benefit of being part of a large organisation is that there are a wide range of resources available to assist local governance in being effective.

Some of the most often used resources are included in this chapter.

Information about how to join a LGB/FGB as a parent or co-opted local governor - page 59

Application form for a local governor - page 60

Application form for a Member or Trustee - page 61

Local Governor skills audit - page 62

Member and Trustee skills audit - page 64

Local Governor, Trustee or Member Eligibility Self Declaration - page 66

Record of fortnightly Chair and Head meeting notes – page 69

LGB/FGB Code of Conduct – page 71

LGB/FGB Self review – page 74

Annual pecuniary and personal interest form – page 75

Visit note – page 78

Sample Minutes – page 81

Ofsted readiness – page 86

The role of the Chair – page 91

Clerks' Performance Management form – page 93

Welcoming new governors – page 98

Sample layout for agendas – page 99

Information about joining the Local Governing Body as a Parent or Co-opted Local Governor



The role of a Local Governor is to contribute to the work of the Local Governing Body (LGB) or Federated Governing Board (FGB) to secure a high-quality education and good outcomes for all children at our school.

To be a Local Governor you must support the values and ethos of Horizon Multi Academy Trust. You should also be prepared to:

- ✓ Develop your knowledge of teaching, learning and assessment
- ✓ Know your school and its pupils, staff and parents/carers/guardians
- ✓ Systematically challenge and support leaders
- ✓ Consistently communicate high expectations and ambitions
- ✓ Ask questions and have a clear commitment to effective challenge and support
- ✓ Regularly review your own performance and contribution

Role of the Local Governor

The role of a Local Governor is an important one. Local Governors monitor their school's key performance indicators and act as a critical friend to the Headteacher and the Senior Leadership Team, providing challenge and support, as appropriate. Its role is to provide focused local governance for the school at a local level.

What we need you to commit to

We are looking for Local [Parent/Staff/Co-opted] Governors who are keen to join us on our journey developing our Academy year on year. We are looking to you to demonstrate a commitment to governance, to ask questions, to visit and to know our strengths and weaknesses and monitor progress. You will need to be able to work as a member of our team delivering the role as delegated by the Board of Trustees. We will support you with training and help you develop a sound knowledge of the Ofsted Framework as we progress through our exciting journey. You will need to be able to consider initiatives and outcomes in the best interests of the school and Horizon Multi Academy Trust.

What we will offer you

- A good induction with other new Local Governors
- Support and guidance from a mentor

- Professional clerking support to facilitate good governance
- The opportunity to make a difference to the young people in our care from September and in the future

Horizon Multi Academy Trust takes very seriously its responsibilities to safeguard children in our schools. The appointment process requires newly appointed Local Governors to undergo a DBS (Disclosure and Barring Service) check within 3 weeks of appointment. Refusal to comply leads to disqualification as a Local Governor. We will also follow up your references and ask you to produce evidence of identity (e.g. a passport or photo driving license) prior to your first meeting.

Application to be a Local Governor

Title: Surname:

Forenames: Date of Birth:

Home Address:

Home Tel No: Work Tel No:

Mobile: Email:

Please outline below your reasons for showing an interest in becoming a Local Governor. Please include details of personal qualities, experience of skills you feel you could bring to a school governing body.

Have you been a School Governor before?

Application to be a Member or Trustee

Title:

Surname:

Forenames:

Date of Birth:

Home Address:

Home Tel No:

Work Tel No:

Mobile:

Email:

Please outline below your reasons for showing an interest in becoming a Member or Trustee. Please include details of personal qualities, experience of skills you feel you could bring to Horizon Multi-Academy Trust. Please also attach your Curriculum Vitae.

Local Governor Skills Audit

We aim to develop a highly effective Local Governing Body and Federated Governing Body in order to best serve the children in our school and meet the functions delegated to us by the Trust Board. For this to happen, we need to be proficient in a range of areas such as those listed below. Please indicate what your level of understanding is in these areas.

Personal qualities and behaviours (please rank your strengths in this section 1-5, 5 being the highest)
Objectivity
Team player
Reliability
Ability to question and challenge
Decisive
Problem solver
Good communicator
Commitment to visiting school once a term

Experience and knowledge (Please tick in relevant box)	Professional Knowledge/work experience	Basic knowledge
Governance in any sector	<input type="checkbox"/>	<input type="checkbox"/>
Risk Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of performance data	<input type="checkbox"/>	<input type="checkbox"/>

Special Educational Needs	<input type="checkbox"/>	<input type="checkbox"/>
Child Development/Health	<input type="checkbox"/>	<input type="checkbox"/>
Handling complaints	<input type="checkbox"/>	<input type="checkbox"/>
Community engagement	<input type="checkbox"/>	<input type="checkbox"/>
Primary/secondary education	<input type="checkbox"/>	<input type="checkbox"/>
Secondary/Further education	<input type="checkbox"/>	<input type="checkbox"/>
Financial management	<input type="checkbox"/>	<input type="checkbox"/>
Public relations/marketing	<input type="checkbox"/>	<input type="checkbox"/>
Equality and diversity	<input type="checkbox"/>	<input type="checkbox"/>
Legal	<input type="checkbox"/>	<input type="checkbox"/>
Building management	<input type="checkbox"/>	<input type="checkbox"/>
Project management	<input type="checkbox"/>	<input type="checkbox"/>
Well-being	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding	<input type="checkbox"/>	<input type="checkbox"/>
IT	<input type="checkbox"/>	<input type="checkbox"/>

Please list skills you bring that are not listed above (these can be personal or professional)

--

Are you free for meetings?

In the morning	
In the afternoon	
Around 4-5pm	
After 6pm	

Trustee and Member Skills Audit

In order to deliver the aims of the Trust, we need to have highly effective individuals as Members and Trustees. Please indicate what your level of understanding is in these areas.

Personal qualities and behaviours (please rank your strengths in this section 1-5, 5 being the highest)
Objectivity
Team player
Reliability
Ability to question and challenge
Decisive
Problem solver
Good communicator

Experience and knowledge (Please tick in relevant box)	Professional Knowledge/work experience	Basic knowledge
Governance in any sector	<input type="checkbox"/>	<input type="checkbox"/>
Risk Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of performance data	<input type="checkbox"/>	<input type="checkbox"/>
Accounting or financial controls	<input type="checkbox"/>	<input type="checkbox"/>

Audit	<input type="checkbox"/>	<input type="checkbox"/>
Special Educational Needs	<input type="checkbox"/>	<input type="checkbox"/>
Child Development/Health	<input type="checkbox"/>	<input type="checkbox"/>
Handling complaints	<input type="checkbox"/>	<input type="checkbox"/>
Community engagement	<input type="checkbox"/>	<input type="checkbox"/>
Primary/secondary education	<input type="checkbox"/>	<input type="checkbox"/>
Secondary/Further education	<input type="checkbox"/>	<input type="checkbox"/>
Estates management	<input type="checkbox"/>	<input type="checkbox"/>
Public relations/marketing	<input type="checkbox"/>	<input type="checkbox"/>
Equality and diversity	<input type="checkbox"/>	<input type="checkbox"/>
Legal	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety	<input type="checkbox"/>	<input type="checkbox"/>
Project management	<input type="checkbox"/>	<input type="checkbox"/>
Well-being	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding	<input type="checkbox"/>	<input type="checkbox"/>
Audit	<input type="checkbox"/>	<input type="checkbox"/>
IT	<input type="checkbox"/>	<input type="checkbox"/>

Please list skills you bring that are not listed above (these can be personal or professional)

--



Local Governor, Trustee and Member Eligibility - Self-declaration

Name:

	YES / NO
FAILURE TO ATTEND MEETINGS/DISQUALIFICATION	
Have you ever been disqualified as a School Governor for failing to attend governing body meetings for a continuous period of six months, beginning with the date of the first meeting missed, without the consent of the governing body?	
Have you ever been disqualified as a School Governor at any other school?	
BANKRUPTCY	
Has your estate been sequestrated (temporarily repossessed) and the sequestration not been discharged, annulled or reduced?	
Are you the subject of a bankruptcy restrictions order or an interim order: debt relief restrictions order or interim debt relief restriction order?	
DISQUALIFICATION OF COMPANY DIRECTORS	
Are you subject to: a disqualification order or disqualification undertaking under the Company Directors Act 1986; a disqualification order under the Companies (Northern Ireland) Order 2002; a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002 or an order made under Section 492(2)(b) of the Insolvency Act 1986 (failure to pay under a County Court administration order)?	
DISQUALIFICATION OF CHAIRTY TRUSTEES	
Have you been removed from the office of a trustee for a charity by an order made by the Charity Commission or Commissioners or the High Court on the grounds of any misconduct or mismanagement?	

Have you been removed, under section 34 of the Charities and Trustee Investment (Scotland) Act 2005, from being concerned in the management or control of anybody?	
PROHIBITED OR RESTRICTED EMPLOYMENT	
Are you included in the list kept under section 1 of the Protection of Children Act 1999 (list of those considered by the Secretary of State as unsuitable to work with children or young people)?	
Are you subject to a direction of the Secretary of State under section 142 of EA 2002 (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)?	
Are you barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006?	
Are you disqualified from working with children or disqualified from registration for child minding or providing day care?	
Are you disqualified from being an independent school proprietor, teacher or employer?	
CRIMINAL CONVICTIONS	
Have you, in the five years prior to becoming a Local Governor, or since becoming a Local Governor been sentenced to three months or more in prison (whether suspended or not) without the option of a fine?	
Have you, in the twenty years prior to becoming a Local Governor, received a prison sentence of two and a half years or more?	
Have you, at any time, received a prison sentence of five years or more?	
Have you been fined, in the five years prior to becoming a Local Governor or since becoming a Local Governor, for causing a nuisance or disturbance on school or education premises?	
SCHOOL EMPLOYMENT- Parent Local Governors only	
Are you employed to work at the school or on a contract for services at the school and work for more than 500 hours a year?	

I have read the reasons for disqualification listed above and confirm that none of them apply to me. I understand that if appointed I will be required to provide proof of identity.

X

Signature

Date

Record of fortnightly meeting between the Chair and Headteacher



Date

Staffing Update

Monitoring Achievement – curriculum development

Parent Engagement

Safeguarding

Barriers to Progress

Notes



LGB Roles and Responsibilities contract

Introduction

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

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

Local Governors must: -

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

- n) Be mindful of the criteria disqualifying individuals from being a Local Governor and will immediately stand down if any of the criteria should apply.
- o) Observe the confidentiality of any matters deemed confidential by the LGB/FGB.
- p) Be good ambassadors for Horizon MAT in the wider community particularly considering the impact of any use of Social Media on the school, Horizon MAT, pupils, staff and overall reputation.
- q) Get to know the school well and respond to opportunities to involve themselves in school activities.
- r) Participate in training and development opportunities. Local governors must take advantage of regular on line and face to face training opportunities completing a minimum of six per year.
- s) Accept that in the interests of transparency, the names, terms of office, roles on the LGB/FGB and category of Local Governor will be published on the school's website.
- t) Agree to declare all business interests – including any relationships between Local Governors and members of the school staff including spouses, partners and relatives and will offer information about other governorships of other schools so that it can be published on the website. Any Local Governor failing to reveal information to enable the LGB/FGB to fulfil its responsibilities will be in breach of this Code of Conduct and as a result will be bringing the LGB/FGB into disrepute.

Breach of this code of conduct

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

Safeguarding

I confirm that I have read and understood the latest DfE publications

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

New Local Governors

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

All Local Governors – annual declaration

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

Signed by:

Date:

LGB/FGB Self Review



The LGB/FGB, led by the Chair, should undertake a self-review of its own performance and effectiveness on an annual cycle. The format of the review will vary. Some of the questions will concern the way the LGB/FGB itself is run; others need to address the impact and outcomes of the LGB/FGB on the school and on children.

In any self-review the following might be questions to ask:

- How well does the LGB/FGB operate?
- How could the LGB/FGB improve the way meetings are run?
- Is challenge clearly Minuted. Are decisions and actions clearly Minuted and followed through?
- Does everyone around the table have the opportunity to comment on how well the LGB/FGB is doing?
- When was the last review of the composition of the LGB/FGB, especially in relation to appointment and length of service of LGB/FGB members?
- How representative is the membership of the school community?
- Have you conducted an audit of skills and experience?
- Is there a transparent procedure for appointment of Local Governors?
- Does the LGB/FGB have good succession plans in place for Local Governors and for the Chair?
- How well do you think that the LGB/FGB communicates with the stakeholders in the school?
- Do members of the school community know the LGB/FGB and its role within the school?
- Have all Local Governors completed at least six training sessions this year?
- Have all Local Governors held a link role and reported back as required?
- In what ways does the LGB/FGB make a difference to the delivery of education in the school?
- Does the LGB/FGB make good use of data and evidence as the basis for developing a deep understanding of the school?
- How good is your school? How do you know how good it is?
- How well does the school take advantage of the professional expertise offered by Horizon Multi Academy Trust?
- How have you evidenced your work?
- Is GIAS up to date?
- Is your local governance information on the website correct?

Annual Declaration of pecuniary and personal interest – LGB/FGB



Name:

School:

Position:

I [Name], declare as a Local Governor of _____ that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests Please provide details of the interest

Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a	

Local Governor/Trustee and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

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

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

If yes, please give details

Name of school/school:

Position held:

Date appointed/elected to post:

Date of termination to post:

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

I agree to review and update this declaration

Signed _____

Date _____

Governor Visit Note



Name of Governor:	
Link Responsibility:	
Date of Visit:	
Purpose of Visit/Objective:	
Person visited:	

What was the nature of the visit?	
Was the visit linked to:- the School Improvement Plan/Ofsted Judgements/Other	
Did you....	
Talk with pupils?	
Visit the classroom/playground?	
Meet parents?	
Other? (describe)	

Impact of visit on your knowledge and questions you asked

What were the key points/Impact/Outcomes/Questions asked from your visit? Include – quality of teaching/learning and assessment/effectiveness of leadership and management/personal development/behavior and welfare/outcomes for pupils?

SAFEGUARDING Please tick which were observed

Were all staff were wearing ID badges?		Comments on safeguarding practice
Were you shown and signed into E- Reception?		
Were the schools Safeguarding rules available to see?		
Was the main door monitored by an adult at all times?		
Were all the external doors to the academy kept closed and secure?		
Were corridors kept tidy and free from obstruction?		
Was mobile phone signage displayed?		
Was there signage indicating who to speak to if there was a Safeguarding concern regarding children or adults?		

Signed/dated by governor:	
Signed/dated by Headteacher:	

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

Example of effective minutes

School Logo



XYZ Primary School LGB meeting

Date: Thursday 11th March 2021 – 6.30pm via Zoom

Governors present

Helen Pink - Chair
Steve Green – Vice Chair
Colin Brown - Head Teacher
Susan White
David Black
John Red
Sam Cyan
Colin Pink

Also in attendance

Sally Clark - Clerk to Governors

Agenda

Procedural

- Welcome and apologies
- Declarations of Interest
- Minutes from the last meeting held on xxxxxx
- Matters Arising/Actions from the previous meeting
- Chair and Head urgent business
- Heads report – including Covid update

Governance, Monitoring and Evaluation

- Safeguarding Report and any issues raised (to include breaches reported to the ICO)
- Trust Update

Standards

- Update on school development plan implementation
- SEF Update
- Impact of Catch Up fund and potential adaptation of plan due to lockdown
- Remote education – engagement with learning/disadvantaged groups

Finance

- Update on P3/P4
- Potential implications for budget setting

Staff and Learning Environment

- Pupil premium strategy
- Risk Assessment review
- Covid return to school of the children
- Staffing issues – check on the well-being of the staff in light of Covid and the return to school of the children

Governance and school development

- Local Issues, successes, barriers to progress and areas for development or concern
- Items to raise to Trust Board
- Clerk's update – see CEO report to the LGB's
- Governor Training

Policies

Value added to the children during the meeting

Decisions made during the meeting: (highlighted in green within the Minutes)

Actions agreed during the meeting: (highlighted in red within the Minutes)

Challenge (highlighted Blue within the Minutes)

Procedural		Action
23.	<p>Welcome and apologies The Chair welcomed everyone to the meeting – there were apologies from Lindsey Yellow and these were accepted.</p>	
24.	<p>Declaration of interest None.</p>	
25.	<p>Minutes of the last meeting on Thursday 21st January 2021 The Minutes of the last meeting on Thursday 21st January 2021 were agreed as a true and accurate record.</p>	
26.	<p>Matters Arising/Actions from the previous meeting Min 14 - The pupil premium report due has been received and is now on the website.</p>	
27.	<p>Chair's and Head's Urgent Business Chair's Urgent Business There are two Governors whose term of office is due to finish on 31 March 2021. Lindsey Yellow is happy to continue. JK will be resigning in her role as a staff governor. A notice has been put up in the staff room to advertise the vacancy.</p> <p>Head's Urgent Business The Head stated that he would like some additional time set aside to make sure the LGB was prepared for Ofsted. Q1. Do you know when Ofsted will be coming into schools and what will they be looking for? A: It is not known when they will come in but it is expected from September. The Chair stated she was happy to be involved with Ofsted and suggested two or three governors be prepared for questions as and when they are asked. She would like to come up with a date at the end of the meeting for a core group of governors to meet and come up with a plan. She suggested that the meeting should be held at the school, socially distanced.</p>	
28.	<p>Head's Report All governors had received the report. The chair invited questions. Q2: Attendance looks positive but in year 2 against free school meals it says 74% and this is lower from the previous report. A: This is due to one child who is persistently absent due to having downs syndrome and this has had an impact on the figures. Q3: Is he completing work at home? A: Yes, he is operating at foundation stage level. His one to one TA has a video call every day and she has been amazing with him. Q4: One of the governors suggested that because of this, could the school code him differently so this shouldn't impact negatively on the figures. A: The head will check. The Head stated that it had been difficult updating the report as the school has not had all the children in school during the last term due to Covid. The priority was around the attainment gaps that children have and he felt this was a shame because the school had made good progress up until Christmas. During the summer term, the school intends to use the catch up plan to close the gaps. The school hadn't chosen to test the children yet as they would rather socialise the children and increase the time they can concentrate in lessons rather than putting them in a test environment so early on in their return to school. The school are also working on the curriculum and making sure the knowledge organisers are up to scratch and thinking about how best to test the children later on.</p>	

	<p>Admissions – the school have taken on 15 children over the last few months. These are mainly all boys and it is good that the school are increasing their numbers.</p> <p>Behaviour – The Head reported that there have been two fixed term exclusions during lockdown. A behaviour support plan has been put in place for one child and he has seems to have settled.</p> <p>School had requested a band three funding and the Education Phycologist agreed with this, but he was only given band two and this affects his funding. He has not been in school this week and this is a very difficult child to manage.</p> <p>School has been continuing to look at personal development, welfare, Womens day, world book day etc.</p> <p>Quality of education is continuing from December.</p> <p>We have recorded less number of concerns on CPOMS due to fewer children being in school.</p> <p>There have been no bullying incidences.</p> <p>There have been no data breaches.</p> <p>There have been no complaints.</p> <p>The school have received a number of compliments from parents regarding the provision provided for remote learning. The Head will scan them in and show them to governors.</p> <p>Staff have been attending various courses during lockdown.</p> <p>There has been no community involvement but sports coaches have been coming into school.</p> <p>Absences of staff– 90 days have been lost through sickness and 46 of these is one member of staff who has been signed off sick with post viral fatigue (non Covid). This member of staff is due in on Monday but we don't think this will happen. When this person does return, they will have a return to work interview. There have been no teacher days absence, all MTA's or cleaners.</p>	
Governance, Monitoring and Evaluation		
29.	<p>Safeguarding Issues (to include breaches reported to the ICO)</p> <p>No issues.</p>	
30.	<p>Trust Update</p> <p>Recruitment is a big focus across the Trust and they are recruiting Head teachers for Widewell, Elburton and Hyde Park.</p> <p>Governors were provided with a Trust update that included: migration to Arbor – a new Management Information System, an IT strategy to provide the MAT with one IT provider and this is going out to tender now, cross MAT hubs, e-reception and the Trust School Improvement Strategy.</p> <p>Q5: The Chair commented that she believes the government is requesting that MATs should become bigger. Is our Trust getting looking at getting bigger?</p> <p>A: There are no current plans.</p>	
Standards		
31.	<p>Update on school development plan implementation</p> <p>The Head had sent the SIP to governors to remind them of what is in it. He was working on all the elements involved, but the priority is on closing the attainment gaps and getting the children back into school. There was nothing new to report to the governors from the last meeting. The Head welcomed questions the governors may have. A governor said it was evident in the HT report that there is lots of work still going on with school development even though there has been so much remote learning.</p>	
32.	<p>SEF Update</p> <p>The Chair asked the governors to bring any questions to the next meeting.</p>	
33.	<p>Impact of Catch Up fund and potential adaptation of plan due to lockdown</p> <p>It was noted that the catch up plan was making a really positive impact across the school. For example, in year 1 in September, 68% were on track and by December, this was up to 80%. It was</p>	

	further noted that school had a teacher coming in to release the year 1 teachers to provide catch up and another teacher may be reallocated to year 5.	
34.	<p>Remote education – engagement with learning/disadvantaged groups</p> <p>The parent survey is fantastic.</p> <p>Q6: Have you identified any groups who have not engaged?</p> <p>A: Throughout lockdown, the teachers rag rated the children on how they were engaging. If they came out as red, the parents were phoned, they were given IT equipment if needed, as well as 1 to 1 lessons where necessary. There were possibly up to 3 children per year group where teachers had concern.</p> <p>Q7: Did most of the children with EHCPs come to school?</p> <p>A: 3 did, 3 did not.</p>	
Finance		
35.	<p>Update on P3 and P4</p> <p>The Head explained there is a deficit, however, the catch up funding we have used to employ people has not yet been given to the school by the government. The school are also owed £9k from an expansion grant. The rates have doubled due to the extension and this will also come back from the government. There has also been a loss of income due to breakfast and after school clubs not being in operation.</p>	
36.	<p>Potential implications for budget setting</p> <p>There are no implications and the Chair has set a date with the Head to set the budget.</p>	
Staff and Learning Environment		
37.	<p>Pupil Premium Strategy</p> <p>Remains the same as it has been – the school has been allocated £52k for PP. This has been used to pay for interventions and employing Jack Frost. Detail of how the money is spent is on the website. The Head has used some of this money to pay for MAST and have made six referrals.</p>	
38.	<p>Risk Assessment Review</p> <p>The Covid RA is being constantly being reviewed. The main differences are that staff should now wear a mask in communal areas (not visors) and testing for staff has been included.</p>	
39.	<p>Covid Return to school of the children</p> <p>The Head advised that before lockdown, for example, we had a staggered entry and leaving time to avoid congestion. This seems to be working. Parents are wearing masks on site, there are staggered lunches for KS1 and KS2 and year groups are staying in bubbles to eat their lunch. Breakfast and after school club has opened again.</p> <p>A governor mentioned that she was pleased with the fact the school are not testing academically as soon as the children arrived back in school and they are concentrating on the children's well-being and getting the children settled. By the end of the term, the school will test in some areas. Children are happy to be back in school and the only problems which have arisen so far concern children who have been in the educare provision and have enjoyed the small class sizes and they haven't necessarily appreciated all the children being back in.</p> <p>A staff governor mentioned that when the children came in, they were so well behaved and were able to get on with their work very calmly. The Head mentioned that it was lovely hearing the children chatter away to their friends.</p>	
40.	<p>Staffing issues – check of the well-being of the staff in light of Covid and the return to school of the children</p> <p>Q8: How are the teachers?</p> <p>A: The teachers were really pleased to get back to normal as it has been difficult juggling remote learning and educare. Going into year 6 was a shock as the children have all grown! Year 3 is slightly different as this bubble is closed due to a Covid case.</p> <p>Q9: How are you Head?</p>	

A: It's been interesting and I am ok.

Governance and School Development	
41.	Local issues, successes, barriers to progress and areas for development or concern GAP – tricky putting any actions into place. The main barriers to progress has been Covid. The Head mentioned that governors meeting subject leaders has been difficult. The Head was pleased that governors have not carried out class observations as he feels this may put too much pressure on teachers.
42.	Items to raise to the Trust Board The chair will raise the question about Trust expansion at the next Chairs meeting.
43.	Clerk's Update The Clerk explained to the governors that she has been updating the Governance Handbook to allow for both LGBs and FGBs. The revised Handbook will be circulated to any governor who requested it.
44.	Governor Training Governors are carrying out training as and when they can. JK suggested that someone does PP as the PP governor will be leaving the Governing board. A governor mentioned that the level of Safeguarding training is good for Governors.
Policies	
45.	Behaviour Policy The Head has added a slight amendment to deal with challenging children. The governors were happy with this amendment.
Value added to the children	
46.	The Governors agreed to get together for an Ofsted meeting. Value in the fact that all governors agreed with how the school are dealing with the return to school of the children and staff's well-being. For example, by not academically testing the children straight away. If their approach is right now, everything else will fall into place. The school are meeting the needs of the children and the governors are impressed with the decisions the school are making.

Sam and Antony offered to help with the Ofsted meeting and Thursday 1st April was suggested at 10am in school.

End of Meeting: 7.55pm

Date for meetings for the next academic year:

Thursday 6th May 2021 – 6.30pm

Tuesday 6th July 2021 (Governors day) 2.00pm

Signed:

Date:

Local/Federated Governing Bodies - Preparing for the expected -

Ofsted Readiness -2021

There is one certainty in life. At some point in the future, Ofsted will be visiting your school. As a Local Governing Body, you must be Ofsted ready. In years past, members of the governing body would simply be interviewed: today it is different. Ofsted will interview any local governors who are available but they will only take into consideration what you can evidence and after they have reviewed the impact of your work.

No Local or Federated Governing Body can afford to delay consideration of how it can evidence its work and have clear examples of its work and impact ready for scrutiny.

This document will give guidance about planning ahead and hints and tips for when the Ofsted call is received.

Preparing for inspection

Documents required for the start of the Inspection

- Documented evidence of the work of local governors or those responsible for governance, and their impact, as well as the scheme of delegation;
- Any reports of external evaluation including any review of governance.

What does this mean?

Minutes must be available in school at all times. A governance evidence portfolio is a useful document to compile so all the necessary documents are held together and are ready for review as early as first thing in the morning of the inspection. A list of the suggested contents of an Evidence Portfolio is listed on page 77 but please ensure the Scheme of Delegation, from the Local Governance handbook, is at the front of the portfolio. Each Trust has a different scheme for local governance and so you will need to ensure the Inspector understands what has been delegated to you and what hasn't. It is important you can indicate the impact of your work and it is suggested each Local/Federated Governing Body ends each meeting with the question:

Impact - What difference have we made to children at our school by our monitoring and challenge at this meeting?

Evidence of local governance – policy into practice around school

Inspectors will be looking to see evidence of:

- Clear engagement with, and challenge of, the Headteacher reports;
- Governors' understanding of the impact of Horizon Multi Academy Trust support in the school
- How local governors ensure they are not reliant on the Headteacher as a single source of information;
- The level of questioning in Minutes and evidence of local governors reviewing and challenging data;
- Specific examples of where local governors have challenged the school and had an impact;
- Governor planning – how local governance is planned throughout the year;
- Evidence of local governance around school and in key documents, particularly is the Academy Development Plan linked clearly to governor monitoring?
- How local governors have set themselves areas for development – a Governor Action Plan;
- Evidence of engagement, with impact, with stakeholders;
- Website used to engage with stakeholders;
- Governor afternoons/days part of school life and captured on visit form;
- Interviews – passionate and enthusiastic.

What could be evidence of good and outstanding governance?

To evidence that local governance is good or outstanding you should show that:-

- The local/federated governing body can draw upon different skills from its local governors. Vacancies are low and local governors invest in their own continued professional development;
- There is evidence of local governance around school – e.g. a Local/Federated Governing Body noticeboard in the foyer, information about local governors in the staffroom;
- Minutes demonstrate the Local/Federated Governing Body is both supportive and challenging;
- Evidence of regular skills/training audits is available;
- The local/federated governing body has invested in external or self-assessment;
- Minutes record a high level of challenge and the Local/Federated Governing Body measures its impact at the end of each meeting;
- Minutes demonstrate there is effective clerking;
- Visit forms are of a good quality;
- There is evidence of effective organisation and review including self-reviews by governors of their individual input and the impact of local governance overall.

Evidence Portfolios (review every 6 months, update minutes, visits etc)

We would all like to think that when we receive the Ofsted phone call that we will be available to meet the inspectors. However, with such short notice, this is not always possible. To ensure Inspectors see evidence of the Local/Federated Governing Body's effectiveness, an Evidence Portfolio provides good examples of your work. The portfolio can be in paper format or even an online document.

How to make one

- Form a working party of approximately local 2-3 local governors and consider what pieces of work you have which will evidence your effectiveness.
- Talk about what you have done in the past 18 months – as you do, jot down where you think it would sit with regards to the themed inserts.
- Think about what difference the piece of work made - define the impact.
- Use a ring binder with plastic inserts rather than a display book with set pages – that way you can add and remove pages easily.
- You are looking to include no more than three pieces of evidence per section. If you make it too big Inspectors won't have time to read it.
- Use highlighters to draw the inspector's eye to any particularly paragraphs or statements.
- Ensure you have impact statements – what difference does your work make? Don't assume the Inspectors will know.
- And remember, keep it up to date!

What should you include?

The scheme of delegation;
Your annual management plan;
Results of skills/training audits;
Local/federated governing body self-reviews - if you do individual local governor reviews include these;
Sample minutes showing challenge;
Best visit forms – one or two for curriculum visits and another for a safeguarding themed visit;
Examples of engagement with parents/carers/guardians/stakeholders;
Evidence of succession planning;
Local governor training records.

The Inspection

Preparation the night before

- Advise all local governors of the inspection and seek volunteers to come and meet the inspector. The more local governors the better as you will be able to work as a team.

New, enthusiastic governors are still valuable to the team even if their knowledge is not yet as deep.

- Arrange a conference call the night before with the Headteacher – What did the inspector talk about on the telephone – are there any obvious lines of enquiry?
- Review your personal file. You can take, and should take, information such as the last Headteacher’s Trend Report, details of pupil premium and data.
- Read the last Ofsted report – what next steps were identified then?

On the day

In the first few minutes you will have a perfect, and maybe the only opportunity to lead on the direction of the interview. Introduce yourselves. The chair should go last and after their introduction should add something along the lines of “We are pleased you are here to see us today. We’d really like to tell you about.....” You can also ask if the Inspector has seen your Evidence Portfolio. If not, offer to talk them through it. Tell the Inspector what is going well and what you are working on which is aimed at making improvements.

- Talk with passion;
- Keep the info flowing – listen to the question and think IMPACT;
- Don’t waffle – know when to stop!
- Don’t sound like a text book – talk about your experience, don’t talk about what you should know but tell them what you’ve seen e.g. When I went to book scrutiny/staff meeting, etc.;
- Talk knowledgably about PP/Sports Premium;
- Talk about groups– i.e. LAC, SEND etc.;
- Don’t be thrown by an Inspector’s “views” – evidence why you disagree with their view;
- Talk about what you have seen and who you have spoken to;
- Triangulation – demonstrate how you read reports but then visit and talk to staff, pupils and parents/carers/guardians to triangulate the information.

Questions for you to consider

- Has local governance the capacity to not only maintain standards but improve them further?
- Do governors fully understand the strengths and weakness – both of local governance and the school?
- How do you as local governors communicate with the key stakeholders? – What difference does this make?
- How do you communicate with the Board of Trustees?
- How do you benefit from being part of Horizon Multi Academy Trust?
- Are you focused on what really benefits children and young people?
- Do local governors refuse to accept excuses for underachievement?

- Are you, as local governors, merely presiders over the status quo, taking an overview but having little impact or are you prepared to challenge staff and students to do better?
- Whilst not accountable for the Safeguarding policy how do local governors know procedures are in place and are regularly reviewed to keep all children and learners safe?
- How do local governors ensure their own development is up to date?

The Role of the Chair



The role that Horizon Multi Academy Trust Trustees are asking local governors to commit to as Chair and Vice Chair (s) is outlined below.

Chair

1. Representation - The Chair has a legal responsibility to act in the best interests of Horizon Multi Academy Trust but has a special responsibility to ensure the needs of the school are well represented and communicated to the Board of Trustees.
2. Relationship with the Headteacher: It is vital that the Chair should provide the Headteacher with a listening ear, support and encouragement and have a deep understanding of the school. The Chair should meet fortnightly with the Headteacher (at times to suit both parties – one of these meetings could be by telephone). The Board of Trustees is the Headteacher's line manager and will hold the Headteacher to account.

At the heart of this relationship is trust. It should be possible for each to speak to the other in full confidence no matter how difficult the subject matter. It is rare for the relationship between the Chair and the Headteacher to break down. However, if one loses confidence in the other or has concerns about the actions and performance of the other, this must be addressed through the CEO. The CEO and Board of Trustees may remove a Chair should they feel it appropriate to do so.

3. Role Model and Setting Direction: The Chair must lead by example and ensure that all local governors are aware of the expectations upon them to attend at least 4 of the 6 formal meetings, to deliver a link role and ensure their own professional development needs are met by completing a minimum of 6 on line or face to face training opportunities. The Chair must promote the benefits of training. The Chair will work with the clerk and Headteacher to ensure the agenda is appropriate to delivering effective governance and that papers are circulated in a timely manner.
4. Communication: The Chair, together with the Headteacher, is responsible for ensuring local governors have the up to date information they require to be well informed about both the school and Horizon Multi Academy Trust. This includes amongst other things, Trust policies, academy policies, statutory information, performance data etc. All governors will be included in any communications (except in cases of hearings).
5. Effectiveness of the LGB/FGB: The Chair will take the lead in ensuring the LGB/FGB is effective. Good LGBs/FGBs review their own effectiveness at regular intervals. The Chair will ensure evidence of the LGB's/FGB's work is available for scrutiny by an inspection team. The Chair will build the team by recognising and using people's strengths: delegating and communicating effectively and recognising effort.

6. Effective Meetings - Meetings will be chaired effectively and efficiently, ensuring meetings start and end on time, that agenda items are properly introduced, and that all local governors are encouraged to contribute. The Chair will work in partnership with the Clerk to ensure all challenge is recorded in the Minutes and that all decisions are Minuted and that any necessary action is followed up.

7. To attend the Chairs meetings with the CEO.

The main thing to remember about being a Chair is that every person will bring their unique style to the role and how they deliver it will depend on how much time the Chair has available. A good Chair builds a team and is involved in succession planning. All governors are equal.

Vice Chair

- 1 The Vice Chair(s) will support the Chair
- 2 The Vice Chair(s) will occasionally chair a LGB/FGB meeting as a way of gaining experience
- 3 The Vice Chair(s) will, on a monthly basis, join the Chair and Headteacher at their meeting
- 4 The Vice Chair(s) will have an overview of the monitoring work by local governors and encourage local governors to provide appropriate reports for the LGB/FGB meetings
- 5 The Vice Chair(s) will monitor and encourage governors' continued professional development
- 6 The Vice Chair(s) will Chair any complaints meetings so that the Headteacher can discuss any concerns with the Chair before any formal request is made for a panel meeting.

Clerk's Performance Management

Name _____

What have you enjoyed about the job?

Clerk's comments
Governor comments

What has caused you frustration?

Clerk's comments

Governor comments

Do you have enough hours to do the job effectively?

Clerk's comments
Governor comments

What targets do you want to set yourself this year?

Clerk's comments
Governor comments

What courses have you completed or you want to complete?

Clerk's comments
Governor comments

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Clerk conclusion

Governor conclusion

Action points (if any)



SignedClerk

SignedGovernor

Welcoming new governors

Clerk's checklist of items to send

Send the new governor a letter confirming their term of office (subject to a DBS Check)	
Complete Pecuniary interest forms/safeguarding declarations/code of conduct	
Send a DBS form and ask for completion within 3 weeks	
Update GIAS (Get Information About School)	
Arrange for the new governor to meet the chair, have a mentor and have a tour of school	
Supply copies of :- last Ofsted Report, Academy Development Plan, List of staff and their roles Minutes, copies of the last two meetings	
Share a list of meeting dates and governor contact information	
Send links to Safeguarding information – Keeping Children Safe in Education Working Together to Safeguard Children	

XYZ School
Local/Federated Governors' Meeting
on xx September 202x at 4pm – 6pm
(Sample agenda layout – items are samples only)

Procedural

1. Welcome and apologies
2. Declarations of interest
3. Annual Review of membership and every two years a skills audit
4. Complete annual pecuniary interest forms and Code of Conduct
5. Minutes of the last meeting and matters arising
6. Chair's and Headteacher's urgent business

School Improvement, overview and scrutiny

7. Receive report on summer testing results and trends
8. Presentation on pupil tracking system
9. Overview from Headteacher on people and finance at start of academic year
10. Report on planned use of pupil premium
11. Review progress on School Improvement Plan
12. Safeguarding update
13. H&S update including any accident reporting
14. Horizon Multi Academy Trust support
15. Report on collective acts of worship
16. Barriers to progress

Local Governance monitoring and development

17. Local Governor visits
18. Clerk's Confirmation that Governance Information on Website is correct
19. Governor training
20. Formulation of a LGB/FGB Action Plan

What difference have we made to children/young people at our school by decisions and challenge at this meeting?

Preparation

- ✓ If you cannot attend please let the clerk know by emailing or texting (insert details) – please don't give apologies to another governor; if the quorum isn't reached the meeting might have to be cancelled
- ✓ Please read the papers submitted and jot down any questions or comments – this will ensure nothing is missed at the meeting
- ✓ If your question is detailed or sits outside of the paper presented please do let the Head/Chair know in advance so that they can prepare a reply

- ✓ Please sign any documents ready to be returned rather than waiting until the next meeting.
- ✓ Have you a report due at the next meeting? Make sure you note the date of sending it to the clerk
- ✓ Have you printed the papers for the meeting?

Chapter 8 Glossary

Academic year – 1 September to 31 August for academies

Academy/Academies – This means all the schools in a Trust

Accounting Officer – The senior executive of the academy trust accountable for value for money, regularity and propriety.

ACS - Average Class Size

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

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

AEN - Additional Educational Needs

AfL - Assessment for Learning

ALS - Additional Literacy Support

AMP - Asset Management Plan

APA - Annual Performance Assessment

APP - Assessing Pupil Progress

Appraisal - The process of assessing how well a member of staff is carrying out their role

APS - Average Point Score

Articles of Association – The Articles set out the Trust’s charitable object and governance arrangement

ASD - Autistic Spectrum Disorder

ASP - Analyse school performance

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

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

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

Ballot - A method of voting, normally secret

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

Basic skills - Reading, writing and arithmetic

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

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

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

BIP - Behaviour Improvement Programme

CA - Contextualised Attainment

CAMHS - Child and Adolescent Mental Health Service

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

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

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

CAT - Cognitive Ability Tests for knowing, thinking and reasoning

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

CEO - Chief Education Officer - The senior executive leader employed by the Trustees to run the schools.

CFO - Chief Financial Officer

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

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

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

Clerk to the (Local) Governing Body - A person appointed by governors to carry out administrative duties for the (Local) Governing Body and to advise on matters of legality and procedure

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

Competency Framework for Governance - A DfE document setting out the skills, knowledge and behaviours needed for effective governance

Competitive Tendering - Obtaining quotes or tenders from two or more suppliers before awarding contracts

Contingency Fund - Money set aside for unexpected costs

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

Core subjects - English, maths and science

COSHH - Control of Substances Hazardous to Health

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

CSE - Child Sexual Exploitation

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

CVA - Contextual Value Added

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

DBS - Disclosure and Barring Service (previously CRB)

DDA - Disability Discrimination Act

Delegated powers - Authority given to a committee or the Headteacher to take action on behalf of the governing body

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

DfE - Department for Education (previously DfES, DCSF)

Directors – Those appointed by the Members to govern the schools (see also Trustees)

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

DPO – Data Protection Officer

DRC - Disability Rights Commission

DSG - Dedicated Schools Grant

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

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

EAL - English as an Additional Language

EBacc - A secondary performance measure based on GCSEs in core academic subjects

EBD - Emotional and Behavioural Difficulties

ECaR - Every Child a Reader

ECaW – Every Child a Writer

Education and Skills Funding Agency – The ESFA is an agency of the Department for Education that acts as an agent of the Secretary of State for Education

Ed Psych - Education Psychologist

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

EOC - Equal Opportunities Commission

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

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

ESFA - The Education and Skills Funding Agency is an executive agency of the government Kingdom, sponsored by the Department for Education

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

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

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

Exec Head - A lead professional of more than one school

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

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

EYFS - Early Years Foundation Stage

FE - Further Education

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

Financial Year – 1 September to 31 August

FFT - Fischer Family Trust

FOI - Freedom of Information

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

Foundation Stage - The curriculum followed by children below statutory school age, 0-5 in schools (Nursery and Reception) and pre-school provision

FSA - Family Support Adviser – member of school staff offering specific but impartial advice to parents and families

FSM - Free School Meals

FT - Floor Target

FTE - Full Time Equivalent

Funding Agreement – The agreement between the Academy Trust and the Secretary of State for Education which includes funding arrangements and obligations on both parties

GAP - Governor Action Plan – a document monitoring improvements required to governance

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

General Annual Grant - The main source of revenue funding for academy trusts

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

GNVQ - General National Vocational Qualification

Governors -also Trustees and Directors – those who govern the academies through their work on the Trust Board

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

G&T - Gifted and Talented

H2S - Hard to Shift

HASAW - Health and Safety At Work

HCQM - Healthy Child Quality Mark

HE - Higher Education

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

HLTA - Higher Level Teaching Assistant

HMCI - Her Majesty's Chief Inspector of Schools

HMI - Her Majesty's Inspectorate

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

HOY - Head of Year

HR - Human Resources

HSE - Health and Safety Executive

ICT - Information and Communication Technology

IDSR - Inspection Data Summary Report

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

IIP - Investors in People

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

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

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

ISR - Individual School Range

ITT - Initial Teacher Training

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

KS1 - Pupils aged 3-7

KS2 - Pupils aged 7-11

KS3 - Pupils aged 11-14

KS4 - Pupils aged 14-16

KS5 - Post 16

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

LAC - Looked After Children (may be used for children in care in the previous 6 years)

LGA - Local Government Association

LGB - Local Governing Body or Board

LLE - Local Leaders of Education

Local governors – Individuals sitting on Local Governing Bodies who act as directed by the Trust Board

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

LSP – Literacy Support Program

Mentor Governor - An experienced Governor who will work with a new Governor

Members – Those who set up the Trust

MAT - Multi Academy Trust

MFG - Minimum Funding Guarantee

MFL - Modern Foreign Languages

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

MTA - Meal Time Assistant

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

NAHT - National Association of Head Teachers

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

NASUWT - National Association of Schoolmasters and Union of Women Teachers

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

National Schools Commissioner - A civil servant coordinating the work of 8 regional schools commissions

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

NEET - Not in Education, Employment or Training

NGA - National Governance' Association

NLE - National Leaders of Education

NOR - Number on roll

NOV - Notes of visit

NPQH - National Professional Qualifications for Head teachers

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

NtG - Narrowing the Gap

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

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

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

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

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

PAT - Pupil Achievement Tracker

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

Peripatetic teacher - Normally a teacher who provides specialist instruction e.g. music

PFI - Private Finance Initiative

PI - Performance Indicators

PLASC - Pupil Level Annual Schools Census

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

PP - Pupil premium - Funding to support eligible pupils (FSM, in care, armed services children)

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

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

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

PRP - Progress related pay

PRS - Pupil Referral Service

PRU - Pupil Referral Unit

PSA - Parent Support Adviser – member of school staff offering specific but impartial advice to parents (see FSA)

PSHE - Personal, Social and Health Education

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

PTA - Parent Teacher Association

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

QCDA –Qualifications and Curriculum Development Agency

QTS - Qualified Teacher Status.

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

RA - Relative Attainment

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

RAP - Raising Attainment Plan

RD – Regional Directors – now Executive Directors of Primary, Secondary or Special schools

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

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

RSC - Regional Schools Commissioner

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

SATs - Standard Assessment Tasks used for curriculum assessment

Scheme of Delegation - Document outlining the lines of responsibility and accountability in a MAT

SDP - School Development Plan

SEAL - Social and Emotional Aspects of Learning

SEND - Special Educational Needs and Disability

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

SI - Statutory Instrument

SIP - School Improvement Plan

SLT - Senior Leadership Team

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

SMT - Senior Management Team

SoD – Scheme of Delegation – lists the aspects of governance delegated to committees or people

SPAG - Spelling, punctuation and grammar

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

SSAT - Specialist Schools and Academies Trust

STEM - Science, Technology, Engineering, and Mathematics

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

TA - Teaching Assistants

T&L - Teaching and Learning

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

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

Trustees – This is the same body of people, as both the Directors of the company and the Governors – these words are interchangeable but for the Horizon MAT Trustee is used most often.

UPS - Upper Pay Spine

URN – Unique reference number

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

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

YJB - Youth Justice Board

YOT - Youth Offending Team

YPLA - Young People's Learning Agency