



# **THE CONSTITUTION AND ROLE OF THE LOCAL MANAGEMENT BOARD**

## **The Constitution and Role of the Local Management Board**

### **Overview**

The Local Management Board will play a crucial role in both supporting and challenging their Academy through their role as critical friend to the Headteacher / Head of School. Governing bodies that are able to fulfil this role are a vital component in demonstrating the effective leadership of the Academy and through their work governors must know if all the students at the Academy are making progress at least at the level that is expected of them.

The Local Management Board will be supported and developed by the Carmel Education Trust to ensure that governance is judged to be at least good by Ofsted. This is because we know that where governance is strong, standards of attainment are likely to be higher because students are well known and supported to be their best, the quality of teaching is a constant focus of attention, and the leadership of the academy is held to account for the performance and well-being of the children.

The Trust is fully committed to the development of effective governance through Local Management Boards and will provide training to assist governors in meeting the expectations below. The skill mix and the performance of the management board will be monitored through self-review and skill audits to ensure that it is effective.

If the Academy is deemed to be at risk of failing its students as judged in anticipation of or as a result of an Ofsted inspection then the Trust, as part of its responsibility to take action, may exercise the right to reconstitute/suspend the management board, remove and/ or appoint new governors and/or amend/suspend the Scheme of delegation.

### **Local Management Board Responsibilities**

School governance is challenging, but we do know how this can be done effectively. The eight elements of good governance are:

1. The right people are around the table
2. Understanding role & responsibilities
3. Good chairing
4. Professional clerking
5. Good relationships based on trust
6. Knowing the school – the data, the staff, the parents, the children, the community
7. Committed to asking challenging questions
8. Confidence to have courageous conversations in the interests of the children and young people.

The Trust will seek to support and develop each of these components.

In order to drive school improvement and maintain a focus on standards the Trust has set the following expectations for each of its Local Management Boards:

1. The Local Management Board, with the Trust, sets the strategic direction of the Academy and has a central and significant role in its leadership.
2. The Chair plays a significant role within the Local Management Board and providing a lead to other members and is a critical factor in the overall effectiveness of the management board.
3. Governors hold a shared vision for the Academy which is clear, understood and well communicated to staff, parents/carers and students and reflects the fundamental values, Objects and strategic focus of the Trust.
4. Governors have a clear understanding of the strengths and weaknesses for their Academy and ensure an appropriate School Development Plan with explicit priorities and targets is in place and is effectively implemented and monitored.
5. Governors develop detailed knowledge of their School and effectively engage with parents/carers, students and staff and the wider community and are well informed about their views and use this to inform strategic priorities for school development planning.
6. Governors ensure that all statutory requirements including those set out within the Scheme of Delegation and Funding Agreement are met and that all Trust policies are implemented through well-developed procedures.
7. The Management board is responsible for monitoring its budgets ensuring that proper records are maintained and that all Trust finance and procurement policies and procedures are followed.
8. Governors ensure the health, safety and well-being of staff, students and visitors and ensure that adequate resources are allocated to provide a safe environment.
9. Governors maintain the estate in accordance with Trust policies and comply with the conditions of insurance policies.
10. Governors are confident in providing high levels of professional challenge to hold the Principal/Headteacher/Head of School to account.
11. The Management board is successfully focused on raising standards and promoting the personal development and well-being of all learners.
12. Governors regularly review Academy targets ensuring they are both achievable and sufficiently challenging to lead to sustainable improvement.
13. The Management board understands the Academy's performance data and has an accurate overview of how well all students are achieving in relation to their potential and in relation to other schools, as well as how different groups of pupils within the Academy are performing.

14. The Management board has a good understanding of the quality of provision within the Academy and how its performance compares locally and nationally.
15. Governors have a good understanding of the barriers to learning, including attendance and behaviour issues, and what the Academy is doing to overcome these.
16. Governors are fully engaged in the school self-evaluation process, keeping the work of the Academy under review and acting upon their findings.
17. Governors give an undertaking to attend meetings, to develop specialisms and to ensure that they know the school through regular visits.
18. The Management board adopts a rigorous approach to the self-review of its own skills and performance. This includes a plan for improvement and the commitment as individuals and as a group to improvement.
19. The Management board is responsible for the conduct of the school/academy and for promoting high standards.

For the purposes of clarity the responsibilities of Directors are detailed below:

1. compliance with the Funding Agreement;
2. preparation and approval of the Terms of Reference under which the Academy is governed;
3. agreement of the Academy's annual funding in consultation with the Local Management Board;
4. compliance with the Academies Financial Handbook including determining the procurement and finance policies for the Trust;
5. oversight of the finances of the Trust and Academies
6. determining the corporate planning and strategy for Academies and the Trust in consultation with the Local Management Board;
7. determining the services provided to the Academy by the Trust and how costs are allocated;
8. determining the cash flow management and deposits policy for the Trust and the Academy and monitoring income and expenditure for the Trust and the Academy;
9. setting targets each financial year as further detailed at clause [x] of the Master Funding Agreement;
10. determining any additional financial and reporting targets for the Academy;
11. as the legal employer of all staff, responsibility for human resource policies and procedures and terms and conditions of service;

12. appointment of the Internal and External Auditors for the Trust;
13. appointing bankers and agreeing banking arrangements and signatories;
14. arranging appropriate insurance policies for Academy land and buildings and its activities;
15. maintaining a fixed asset register, determining capitalisation policies and approval of the disposal and write-off of assets
16. compliance with all statutory regulations and Acts of Parliament governing the operation of the Academy;
17. determining the admissions policy and arrangements for the Academy;
18. determining of the complaints policy and procedures for the Academy
19. determining the educational vision of the Academy in consultation with the Local Management Board, including the Academy's School Development Plan;
20. the appointment of the Head Teacher, Head of School and Deputy Head Teacher of the Academy;
21. Exercise overall responsibility for the health, safety and welfare of all staff, pupils and visitors to Trust premises and Trust activities.

### **Composition of Local Management Boards**

Each Academy shall have its own Local Management Board. The Academy is part of the Catholic Church and is to be conducted as a Catholic Academy in accordance with the canon law and teachings of the Roman Catholic Church and in accordance with the Trust Deed of the Diocese of Hexham and Newcastle and in particular:

1. Religious education is to be in accordance with the teachings, doctrines, disciplines and general and particular norms of the Catholic Church;
2. Religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church; and at all times the Academy is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

The Academy LGB shall consist of 14 governors of which there shall be:

1. 8 x foundation governors;
2. 2 x parent governors;
3. 2 x staff governors;
4. 1 x Headteacher/Head of School
5. 1 x Chief Executive Officer of the Trust

The total number of governors shall be fourteen. The LGB can elect up to two additional Community Governors. Where this is the case, and for each community governor appointed

then the number of foundation governors will increase by one. The maximum total number of Governors will therefore be eighteen. The Bishop of Hexham and Newcastle shall have the right to appoint foundation governors who will always be in a majority of at least two. Only practising Catholics will be appointed as foundation governors.

The term of office of foundation governors is four years. The Chair of Governors will always be a Foundation Governors unless otherwise agreed in writing by the Bishop. No changes to the composition of the LGB shall be made without the consent of the Directors of the MAT and the Bishop.

For every vacancy to the Management board a skills audit will be conducted/reviewed to identify any gaps that need to be filled in the skills, knowledge and experience of existing governors. The specific balance of skills that governing bodies require will vary over time to meet their particular needs and challenges. It is therefore for each management board, with advice from the Chief Executive Officer /Headteacher /Head of School, to determine in their own opinion what these skills are and to be satisfied that any governors they may appoint have them.

For parent governor elections the Management board will take steps to inform the electorate so that they understand the extent to which nominated candidates possess the skills the management board ideally requires. Candidate statements should therefore set out the evidence of the extent to which they possess the skills and experience the management board desires and set out their commitment to undertake further training. In seeking re-election, details of their contribution to the work of the management board during the previous term should be included and how they plan to contribute to the future work of the management board.

On appointment to the Local Management Board members will be required to sign an undertaking to the Bishop and the Directors of the Carmel Education Trust (**Appendix 1**) and the Local Management Board Code of Conduct (**Appendix 2**).

### **Full and Active Participation**

Every Member of the management board (with the exception of Headteacher / Head of School and the Chief Executive Officer) will perform one or more of the following roles:

Chair

Vice-Chair

Premises/Health & Safety Governor

Safeguarding Governor

LAC Governor

SEN Governor

Finance Governor

School & Community Engagement governor

Attendance & Behaviour Governor

Catholic Ethos Governor (Priest)

2 X School Improvement & Curriculum Governor

Details of the key responsibilities associated with each of these roles together with requisite skills/interest and training requirements is attached at **Appendix 3**.

In addition to these specified roles Local Management Boards may also link governors to defined subjects, departments, curriculum areas and Key Stages.

### **Proceedings**

The functions and proceedings of Local Management Boards are subject to regulations determined by the Board of Directors from time to time. The Membership, constitution and terms of reference of Local Management Boards will be reviewed annually by the Board of Directors. The terms of reference and responsibilities of the Local Management Board are set out within the Scheme of the Delegation.

### **Meetings and Quorum**

The Local Management Board will meet on a termly basis. The quorum for a Local Management Board is six.

The Clerk to the Management board will be the Governance Manager of the Carmel Education Trust. The Clerk will circulate agenda and papers at least seven days in advance of the meeting. The Chair and Vice-chair can call meetings at shorter notice to deal with urgent matters.

In the event of a need to make genuinely urgent decisions between meetings, the Chair in consultation with the Headteacher/Head of School and/or where appropriate the Chief Executive Officer will take appropriate action on behalf of the Management board.

Decisions are made by majority of votes and the Chair has a casting vote.

A governor will cease to hold office if they are absent for a period of six months without permission on resolution of the Board of Directors.

### **Election of Chair**

The Chair and vice-chair will be elected by the whole management board on an annual basis at the first meeting in the autumn term. The Chair must be a Foundation Governor. No governor employed at the School/Academy will act as Chair.

### **Working Groups**

The Local Management Board shall be entitled to establish working groups to inform the decision making process of the Local Management Board provided that such working groups shall not have decision making powers nor have any duties, powers or responsibilities of the Local Management Board delegated to them.



**Undertaking to the Directors of Carmel Education Trust and Bishop Seamus Cunningham**

Membership of \_\_\_\_\_ Local Management Board

As a member of the above Local Management Board, under Article 103 of the Memorandum and Articles of Association of Carmel Education Trust (the Company), I acknowledge my obligation to uphold the Object of the Company and to recognise my authority to act on behalf of the Company only in accordance with the Scheme of Delegation.

Signature .....

Name .....

Date of appointment/election .....

Date .....



## CODE OF CONDUCT FOR LOCAL MANAGEMENT BOARDS

### The purpose of the management board

The Local Management Board is responsible for the conduct of the school/academy and for promoting high standards. The Local Management Board will ensure that children and young people are attending a successful school which provides them with a good education and supports their well-being.

### The Local Management Board:

- With the Board of Directors sets the strategic direction of the school by:
  - Working with the Trust to determine the educational vision of the school/academy
  - Adopting the policy framework provided by the Trust for achieving that vision
  - Setting targets
  - Developing and recommending approval by the Trust of the School Development Plan
  - Managing and expending all monies delegated by the Trust
- Challenges and supports the school by monitoring, reviewing and evaluating:
  - The implementation and effectiveness of the policy framework
  - Progress towards targets
  - The implementation and effectiveness of the School Development Plan
  - The budget and the staffing structure
- Ensures accountability by:
  - Contributing to the school's self-evaluation and reporting to the Board of Directors
  - Reporting progress against the School Development Plan to the Board of Directors
  - Responding to Ofsted reports
  - Holding the headteacher to account for the performance of the school
  - Ensuring parents and pupils are involved, consulted and informed as appropriate
  - Engaging with the wider community

For Local Management Boards to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Supported by the Trust in that task; and
- Willing and able to monitor and review their own performance.

### Declaration

#### General

- We understand the purpose of the Local Management Board and the respective responsibilities of the Trust, Local Management Boards, the Chief Executive Officer and Headteacher / Head of School as set out within the Scheme of Delegation
- We are aware of and accept the Nolan seven principles of public life: see **Annex**

- We accept that we do not have authority to act individually, except where the Board of Directors has given us delegated authority to do so, and therefore we will only speak on behalf of the management board when we have been specifically authorised to do so.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will treat staff employed by the Trust with courtesy and respect.
- We will not ask or encourage employees to act in any way which would conflict with their own Code of Conduct.
- We will encourage open government and will act appropriately.
- We accept collective responsibility for all decisions made by the management board or its delegated agents. This means that we will not speak against majority decisions outside the management board meeting.
- We will consider carefully how our decisions may affect the community and other schools within the Trust and wider community of schools.
- We will maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Board of Directors.
- All governors have a duty to act independently and not as agents of those who may have appointed them and will act with integrity, objectivity and honesty in the best interests of the School and shall be open about decisions and be prepared to justify those decisions except in so far as any matter may be considered confidential.
- We have a duty to ensure the safeguarding of public funds and the proper custody of assets which have been publicly funded.
- We will carry out your fiduciary obligations responsibly – that is, take appropriate measures to ensure that the Local Management Board uses resources efficiently, economically and effectively, avoiding waste and extravagance.
- We will comply with the rules set by the Trust regarding remuneration, allowances and expenses. We understand it is our responsibility to ensure compliance with all relevant HM Revenue and Customs' requirements concerning payments, including expenses.
- We will not misuse official resources for personal gain or for political purposes.
- In our public role, we should be, and will be seen to be, politically impartial.

## **Commitment**

- We acknowledge that accepting membership as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the management board, and accept our fair share of responsibilities, including participation in working groups and undertaking specific roles allocated.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.
- We will get to know the school well through school visits, understanding data and eliciting the views of staff, students and carers and respond to opportunities to involve ourselves in school activities.
- Our visits to school will be conducted in accordance with the Carmel Education Trust School Visit Policy.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training specific to our needs and that of the whole management board
- We are committed to actively supporting and challenging the Headteacher / Head of School

## **Relationships**

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair/vice-chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries and report to other governors in relation to our specific roles
- We will seek to develop effective working relationships with Directors, the Headteacher / Head of School, staff and parents, other relevant agencies and the community.
- We recognise that we are part of a family of Catholic schools and acknowledge that this means we have a responsibility which extends beyond the School. We will work collaboratively with the other Catholic schools in the Diocese sharing resources and know how as may be appropriate with the following objectives in mind, to support each other to:
  - a) achieve consistently high standards of learning and teaching;
  - b) develop cost effective curriculum design and collaboration which optimises opportunities for students and provides added value progress for them;
  - c) provide support building upon individual specialisms and/or areas of identified strength between the schools to improve key aspects of performance;
  - d) achieve best value in service delivery especially where partnership working can add value

## **Confidentiality**

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or students, both inside or outside school/academy
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a management board meeting.
- We will not reveal the details of any management board vote.

## **Conflicts of interest**

- We will record any pecuniary or other business interest that we have in connection with the management board's business in the Register of Business Interests.
- We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

## **Gifts, Hospitality, Prizes & Awards**

- We will not accept any gifts or hospitality which might, or might reasonably appear to, compromise our personal judgement or integrity or place us under an improper obligation.
- We will never canvass or seek gifts or hospitality.
- We will comply with the rules set by the Trust on the acceptance of gifts and hospitality (**Appendix 1**) and will inform the Clerk to the Management board of any offer of gifts or hospitality and ensure that, where a gift or hospitality is accepted, this is recorded in a public register in line with the rules set by the Trust.

## Breach of this code of practice

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate;
- Should it be the chair that we believe has breached this code, the Chief Executive Officer of the Trust will investigate;
- We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the management board, and, if agreed to be substantiated by a majority of governors, shall be minuted and can lead to consideration of suspension/removal from the management board by the Board of Directors.

## Undertaking:

As a member of the Local Management Board of *(insert name of School/Academy)* I undertake to abide to this Code of Conduct

Signed .....

Printed name .....

Date: .....

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## Annex: The Seven Principles of Public Life

*(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).*

### Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

### Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations that might seek to influence them in the performance of their official duties.

### Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

### Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

### Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

### Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

## Leadership

Holders of public office should promote and support these principles by leadership and example.

## Appendix 1

### GIFTS, HOSPITALITY, PRIZES & AWARDS

A potential source of conflict between public and private interests is the offer of gifts, hospitality or benefits in kind to Directors, Governors and employees in connection with their official duties. It is important to avoid any suggestion of improper influence.

#### GIFTS GENERALLY

Casual gifts offered by contractors, organisations, firms, parents and carers or individuals such as calendars, diaries, pens, food, drink, flowers and other small gifts need not be declared. The general rule is that a gift below the value of £25 does not need to be declared. However, it will not be appropriate to accept a gift below that value if it is more than minimal and may be perceived as an inducement.

In cases where alcoholic beverages are given it is important to ensure that they do not contravene the Alcohol at Work Policy.

Directors should decline any personal gift offered to them, or to a member of their family, with a value of £25 or over by any person or organisation having dealings with the Trust.

When a gift needs to be refused, this should be done with tact and courtesy, because the offer of gifts is common custom and practice in the commercial world, particularly at Christmas time. If the gift is simply delivered to the Registered Office or other Trust premises, there may be a problem returning it, in which case it should be reported immediately to the Clerk to the Management board.

A checklist is provided at **Annex A** which should be used to help Directors decide whether or not it is appropriate to accept a gift.

The Clerk to the Board of Directors will keep a record of all gifts given to Directors or the Trust where the value exceeds £25 or when a gift was declined. See **Annex B**.

#### HOSPITALITY

Offers of hospitality are a normal part of the courtesies of business life but in the public sector it is important for Directors to avoid creating an appearance of improper influence, thus undermining public confidence.

Hospitality is sometimes offered to representatives of the Trust in an official or formal capacity. Hospitality can take many forms and could include attending exhibitions, seminars, sporting events, shows or concerts. Training events with very low training content and free catering, drink or transport may also be hospitality.

Directors need to exercise discretion when accepting offers of hospitality particularly when the host is seeking to do business with the Trust or who may stand to benefit in some way from dealing with the Trust.

Offers of hospitality should only be accepted where there is a clear benefit to the Trust in doing so e.g. networking, building contacts. If there is no or limited benefit Directors should not attend.

Hospitality offered by charitable or social organisations, usually in connection with an invitation to speak to the body, can be accepted.

All offers of hospitality should be reported to the Clerk to the Board of Directors before it is accepted. The Clerk will keep a record of all hospitality accepted by Directors. See **Annex B**.

### **SPONSORSHIP – GIVING AND RECEIVING**

When an outside organisation wishes to sponsor or is seeking to sponsor a Trust activity, whether by invitation, tender, negotiation or voluntarily, the basic conventions concerning acceptance of gifts or hospitality apply. Particular care must be taken when dealing with contractors or potential contractors.

Where the Trust wishes to sponsor an event or services, neither a Director nor any partner, spouse or relative must benefit from such sponsorship in a direct way without there being full prior disclosure to the Clerk to the Board of Directors of any such interest. Similarly, where the Trust through sponsorship, grant aid, financial or other means, gives support in the community, Directors should ensure that impartial advice is given and that there is no conflict of interest involved.

## **GIFTS AND HOSPITALITY**

### **Checklist for considering whether to accept a gift, hospitality, Prize or Award**

The question in all cases is one of judgement, and the following checklist of queries should help Governors to decide whether a gift or an offer of hospitality should be accepted or declined.

- (a) Is the value of the gift or hospitality £25 or over?
- (b) If under £25 is it intended as an inducement?
- (c) Is the extent of the hospitality, or nature of the gift reasonable and appropriate?
- (d) Does the donor have any form of contractual relationship with the Trust and/or Academy, does it provide goods or services to the Trust of any kind?
- (e) Is the invitation/gift directed to a large group of unrelated individuals or open to the public, or has an individual been targeted because of their Governorship and the nature of their role?
- (f) What is thought to be the motivation behind the invitation/gift?
- (g) For hospitality does the Governor wish to attend and if so why? Is it because there will be genuine benefits to the Academy in terms of networking and contracts gained? Or is the desire to go centred around personal enjoyment.
- (h) Would acceptance of the invitation be, in any way, inappropriate or place Governors under pressure in relation to any current or future (where known) matter involving the Trust/Academy?
- (i) For gifts is there a difficulty in returning the gift? If it would cause offence can the gift be donated to a charity?

If a Governor decides to accept a gift over £25 they must declare this to the Clerk to the Management board. If a Governor declines a gift of over £25 the Clerk to the Management board should also be informed and the reasons for the gift being declined should be recorded.

## RECORD OF GIFTS AND HOSPITALITY

Date received	Detail of gift/hospitality	Person who received gift/hospitality	Gift/hospitality given by e.g. name and/or company	Reason for gift/hospitality e.g. as part of promotion	Destination of gift e.g. returned, used in raffle etc.	Authorising signature



Appendix 3

ROLE	KEY RESPONSIBILITIES	SKILLS/INTERESTS TRAINING	GOVERNOR
Chair	<p>To provide leadership to the Local Management Board</p> <p>To ensure meetings are run effectively, focusing on priorities and making the best use of time available.</p> <p>To ensure that all members have an equal opportunity to participate in discussion and decision-making.</p> <p>To establish and foster an effective relationship with the Headteacher/Head of School based on trust and mutual respect for each other's roles.</p> <p>To ensure that the management board acts as a sounding board to the Headteacher/Head of School and provides strategic direction.</p> <p>To use time effectively by planning the years cycle of meetings and a timetable for action.</p> <p>To construct and agree the agenda for meetings, together with the clerk, taking account of the recommendations of the Headteacher/Head of School and requests from other governors and keep good order in meetings.</p> <p>To ensure governors' participation in and between meetings.</p> <p>Regular liaison with parents and community.</p> <p>Keep GB informed with relevant and up-to-date information</p> <p>To contribute to Headteacher/ Head of School Performance Management</p> <p>Undertaking governor body self-review/regular skill audits and holding an annual performance management meeting with each governor</p>	<p>Good availability to school during the day</p> <p>Strong organisational and communication skills.</p> <p>Leadership and team development</p> <p>Strong focus on school improvement</p> <p>Delegation skills</p> <p>Good time management</p> <p><b>Training Needs/Resources:</b></p> <p>National College for Teaching and Leadership - Chairs Training Programme</p> <p>Chairs Training – Darlington &amp; Stockton Governor Development Programmes</p> <p>Taking the Chair Module - GEL</p> <p>New Chair Briefings – Diocese of Hexham &amp; Newcastle</p> <p>The Chairs Handbook – National Association of Governors</p> <p>Understanding and using Performance Related Pay</p> <p>Headteacher Appraisal – GEL Module</p>	

		NCTL Governance Resources - <a href="#">National College Governance Resources</a>	
Vice Chair	<p>To Support the chair and act in his/her absence.</p> <p>To shadow and develop a working knowledge of the Chairs role.</p> <p>To lead on governor development and training/management board self-review</p> <p>Conduct regular skills audit of governors and use to identify training needs.</p> <p>Encourage and support governors in their Continuing Professional Development</p>	As above	
Finance Governor	<p>Reviewing monthly budget reports.</p> <p>Holding regular meetings with the Headteacher and School Business Manager to discuss financial position, including income, expenditure, commitments and forecasts.</p> <p>Scrutinise and participate in the development of the annual budget making process.</p> <p>Discuss budget implications of major initiatives, current commitments, and changes to existing arrangements or external influences on budgets.</p> <p>Ensuring budget priorities reflect School Development Plan.</p> <p>Monitor the use of the Pupil Premium.</p>	<p>Ability to understand and analyse financial and budgetary information.</p> <p>Has numeric and analysis skills</p> <p>Has knowledge of the School's current financial performance</p> <p>Has knowledge of internal control processes</p> <p>Understands and participates in the school's self-evaluation activities of financial performance/controls</p> <p>Understands the financial framework in which the School operates</p> <p>Has knowledge of Academy funding arrangements and funding streams</p> <p><b>Training Needs/Resources:</b></p> <p>Management of Academy Finances – GEL Module</p> <p>Pupil Premium – GEL Module</p>	

		Improving Financial Efficiencies in School -- NCTL	
Looked After Children Governor	<p>To meet termly with the Staff member with designated responsibility for LAC to review:</p> <ul style="list-style-type: none"> <li>• Attainment/Achievement</li> <li>• Attendance</li> <li>• Exclusions</li> <li>• Out of School Hours Learning</li> <li>• Personal Education Plans</li> <li>• The effectiveness of Communication with carers/social workers</li> </ul> <p>To present an annual report on LAC to the Local Management Board</p>	<p>Knowledge and awareness of the needs of Looked After Children and the Children's Social Care system.</p> <p>Confident to review data and curriculum provision.</p> <p><b>Training Needs/Resources:</b></p> <p>Looked After Children – GEL Module</p> <p>Pupil Premium – GEL Module</p> <p><a href="#">Roles and Responsibilities of the Designated Teacher</a></p> <p><a href="#">Supporting Looked After Learners : A Guide to Governors/</a></p>	
School & Community Engagement Governor	<p>Undertake regular reviews of web site ensuring information is relevant and accessible to students/ parents/carers and wider community.</p> <p>Review staff/parent and student surveys and report issues to management board/relevant working groups.</p> <p>To monitor school responses to issues raised in surveys.</p> <p>To attend meetings of the School Council and champion its voice on the Management board</p> <p>Undertake periodic checks of website to ensure all statutory information is published on website.</p>	<p>Knowledge and ability to access web based information</p> <p>Good listener</p> <p>Good communication skills</p> <p>Knowledge of local community and networks</p> <p><b>Training Needs/Resources:</b></p> <p><a href="#">The School in its Community.pdf</a></p>	

	<p>Promote the work of the schools and coordinates items for termly governor newsletter to parents.</p> <p>Developing a good understanding of the priorities of the school community</p> <p>Representing the management board in any community forums or meetings</p>	<p><a href="#">Community Cohesion - a guide to Schools and Governors.pdf</a></p>	
SEN Governor	<p>Meeting the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy</p> <p>Discussing with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEN</p> <p>Observing first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEN are actively involved in all aspects of school life</p> <p>Taking opportunities to meet and talk with parents of children with SEN</p> <p>Keeping informed about developments in the area of SEN, nationally, locally and within the school</p> <p>Agreeing with the management board and the headteacher the indicators that demonstrate whether the policy is working and agreeing the timescale for reporting these to the management board</p> <p>Encouraging the management board to ensure that all school policies are consistent with the aims of the SEN policy</p> <p>Reporting on an annual basis to the full management board on the implementation of the school's SEN policy</p>	<p>Be familiar with the SEN policy</p> <p>Understanding of disability issues</p> <p><b>Training Needs/Resources:</b></p> <p>GEL Modules on:</p> <p>The role of the SEN governor</p> <p>Monitoring and evaluation – The Management board's Role</p> <p>Monitoring Performance Data and Targets</p> <p><a href="#">SEN and Disability Code of Practice: 0 to 25 Years Statutory Guidance</a></p>	
Premises / Health &	<p>Liaise with site staff, School Business Manager to ensure correct procedures for site safety &amp; security are in place each term.</p>	<p>Knowledge of H&amp;S processes, some site/building experience.</p> <p><b>Training Needs/Resources:</b></p>	

<p>Safety Governor</p>	<p>With the School Business Manager and Health &amp; Safety Advisor to review the annual H&amp;S audit.</p> <p>Ensure that the school has a site specific health and safety policy and appropriate health and safety procedures and practices.</p> <p>Keep the management board informed of health and safety issues</p> <p>Keep informed by reading new materials and information relating to health &amp; Safety.</p>	<p>Health &amp; Safety training</p> <p>Health &amp; Safety – GEL Module</p> <p>Health and Safety Executive Education webpage - <a href="http://www.hse.gov.uk/services/education/index.htm">http://www.hse.gov.uk/services/education/index.htm</a></p> <p><a href="#">DfE Health &amp; Safety Advice. pdf</a></p>	
<p>Safeguarding Governor</p>	<p>Carry out the annual Safeguarding Audit with staff. Review DBS systems including checking the single central register.</p> <p>Act as a ‘critical friend’ to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory management board responsibilities are met.</p> <p>Monitor the implementation the safeguarding policy and other related policy areas.</p> <p>Champion child protection and safeguarding issues including E Safety.</p> <p>Ensure there is a suitably qualified, trained and supported Designated Senior Person who has responsibility for responding to and overseeing safeguarding issues.</p> <p>Ensure there is a suitably qualified, trained and supported Deputy Designated Person who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSP.</p> <p>Liaise with the Head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the</p>	<p>Analytical and organised. Available to check records and liaise with staff each term.</p> <p><b>Training Needs/Resources:</b></p> <p>Safeguarding the Governors Role – GEL Module</p> <p>E Safety for Governors - GEL Module</p> <p>Educational Visits – GEL Module</p> <p>Attend Level 1 safeguarding training every 3 years</p> <p>Complete accredited Safer Recruitment training – See link to DfE e-learning training below:</p> <p><a href="#">DfE Safer Recruitment in Education e Learning Module</a></p> <p><a href="#">DfE Safeguarding Children Safer Recruitment Guidance</a></p>	

	<p>management board in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.</p> <p>Monitor and ensure that school staff training is up to date.</p> <p>Ensure other governors attend appropriate safeguarding training.</p> <p>Provide an annual report to the Local Management Board</p>	<p><a href="#">DfE Dealing With Allegations of Abuse Against Teachers and other Staff</a></p> <p><a href="#">Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges</a></p> <p><a href="#">Safeguarding Children in Education - Governors Checklist</a></p>	
Attendance & Behaviour Governor	<p>Keep under review how well the school communicates to students and parents about the behaviour it expects</p> <p>Keep under review implementation of the behaviour policy and related policies</p> <p>Meet with the member of the leadership team who has responsibility for behaviour on a termly basis to explore current and emergent issues</p> <p>Find out the opinions of pupils/parents/staff regarding behaviour in the school</p> <p>Monitor behaviour and attendance management strategies and their impact.</p> <p>Monitor trends in exclusions and attendance</p> <p>Keep under review the effectiveness of early intervention and prevention strategies and interventions and work with other agencies.</p>	<p>Knowledge and awareness of Behaviour and Attendance Management.</p> <p>Previous experience in serving on a pupil discipline committee</p> <p><b>Training Needs/Resources:</b></p> <p>Attendance Matters - Stockton Governor Support Service</p> <p>Exclusions – GEL Module</p> <p>School Behaviour Policy</p> <p><a href="#">Behaviour and Discipline in Schools: Advice for Headteachers and School Staff</a></p>	
School Improvement & Curriculum Governors	<p>Liaise (in pairs) with school leaders, staff, pupils and parents to monitor the work of the schools under the four Ofsted Inspection areas:</p> <ul style="list-style-type: none"> <li>• Achievement of pupils</li> <li>• Quality of Teaching</li> </ul>	<p>Ability to hold school leadership to account by appropriate and diverse monitoring and asking the right questions</p>	

	<ul style="list-style-type: none"> <li>• Behaviour &amp; Safety of Pupils</li> <li>• Leadership and management</li> </ul> <p>Monitor priorities and actions identified in School Development Plan to raise level of attainment/achievement.</p> <p>Monitor the impact of Pupil Premium.</p> <p>Monitor and review the impact of CPD</p> <p>To maintain an overview of Section 48 inspection areas:</p> <ul style="list-style-type: none"> <li>• Catholic Life</li> <li>• Collective Worship</li> <li>• Religious Education</li> </ul>	<p>Ability to provide concise written evidence of monitoring undertaken and impact of school actions on pupil progress and achievement</p> <p>Understanding of school data particularly in respect of pupil progress and performance targets</p> <p><b>Training Needs/Resources:</b></p> <p>GEL Modules on:</p> <ul style="list-style-type: none"> <li>Monitoring and evaluation – The Management board’s Role</li> <li>Monitoring Performance Data and Targets</li> <li>Governors’ Role in School Improvement</li> <li>Pupil Premium</li> </ul> <p>School Self-Evaluation</p> <p>School Development Plan</p> <p>Latest Ofsted Report</p> <p>RAISEonline Report / School Data Dashboard</p>	
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<p>All Governors</p>	<p>Responsibilities include:</p> <p>Agreeing the School Development Plan</p> <p>Determining aims, policies and priorities of the school setting targets monitoring and evaluating the work of the school</p> <p>Appointment of staff and ensuring the implementation of a range of Trust personnel procedures and policies</p> <p>Strategic management of the delegated budget</p> <p>Securing high levels of attendance and good standards of student behaviour</p> <p>Ensuring that all children in the schools have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life.</p> <p>Ensuring the health and safety of pupils and staff</p> <p><b>Tasks include:</b></p> <p>To get to know the school: its needs, strengths and areas for development.</p> <p>To attend meetings (full management board and working groups).</p> <p>To work as a member of a team</p> <p>To speak, act and vote in the best interests of the school as one perceives them.</p> <p>To respect all management board decisions and to support them in public.</p> <p>To act within the policy framework agreed by the Trust</p>	<p>An understanding and interest in educational outcomes for children and young people.</p> <p>Inquisitiveness to question and analyse.</p> <p>Sound communication skills both in listening and expression.</p> <p>A basic level of literacy in English.</p> <p>Sufficient numeracy skills to understand basic data.</p> <p>Assimilation skills to help absorb and make use of wide range of information data – to include the SEF, RAISE online and other school based data.</p> <p>Ability to think and act strategically and see the big picture.</p> <p>The capacity to develop knowledge and understanding of the schools within the Federation and their communities.</p> <p>A commitment to equal opportunities and inclusivity.</p> <p>Commitment to give the time necessary to fulfilling the role of Governor.</p> <p>Tact and diplomacy.</p> <p>Integrity</p>	
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	<p>To commit to training and development opportunities</p>	<p>Good inter-personal skills and the ability to work as a member of a team.</p> <p>Ability to recognise and respect the need for confidentiality when appropriate.</p> <p>A positive attitude</p> <p><b>Training Needs/Resources:</b></p> <p>Governor Induction</p> <p>Attend Level 1 safeguarding training every 3 years</p> <p>GEL Modules on:</p> <p>For new Governors: National Training Programme for New Governors</p> <p>Key Functions of the Management board</p> <p>Monitoring and evaluation – The Management board’s Role</p> <p>Monitoring Performance Data and Targets</p> <p>Governors’ Role in School Improvement</p> <p>Pupil Premium</p> <p>Governor Visit to Schools</p> <p>Safeguarding the Governors Role</p> <p><a href="#">Governors Handbook September 2014</a></p>	
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