



KING'S LEADERSHIP
ACADEMY WARRINGTON

Governors Guide 2021

If found please return to:

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CONTACTS:

School: _____

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Principal: _____

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Chair of the Governing Body: _____

Tel: _____

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OTHER MEMBERS OF THE GOVERNING BODY:

Name: _____ **Tel:** _____

E-mail: _____

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The 'mission' of King's Warrington

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world'

Great Schools for All Children

GREAT SCHOOLS TRUST is a practitioner led limited company founded by Sir Iain Hall in 2011 with the aim of developing schools which generate success through the encouragement of the self-belief and self-esteem of each child.

The purpose of this Governor's Guide 2021:

This guide has three distinct aims:

1. To allow governors to become familiar with their role and responsibilities for the academy
2. To outline the manner in which the governing body should carry out its business in line with OFSTED and D.f.E guidance
3. To outline the work of the sub-committees and their relationship with the governing body as a whole

Free Schools

King's Warrington is a 'Free School'

A 'Free School' is publicly funded independent academy that will be expected to provide a first-class free education for local pupils. Free Schools are a new type of school. They bring a distinctive approach to school leadership drawing on the skills of sponsors and other supporters. They give Principals and staff new opportunities to develop educational strategies to raise standards and contribute to diversity in areas of disadvantage.

Free Schools are all ability schools established by sponsors from business, faith or voluntary groups working in highly innovative partnerships with central Government and local education partners. The DfE (The Department for Education) meet the capital and running costs for the Free School in full.

The Free Schools programme aims to challenge the culture of educational under-attainment and to deliver real improvements in standards.

Each Free School will be expected to provide an excellent environment for teaching and learning that is comparable with the best available in the maintained sector. It will offer a broad and balanced curriculum to pupils of all abilities focusing especially on one or more subject areas. As the Free School becomes successfully established it will be expected to share its expertise and facilities with other schools and the wider community.

Each Free School will offer local solutions for local needs. Each will be different, drawing on the expertise of its sponsors to help develop its own distinctive ethos and mission. Whether they involve new buildings, refurbishment, or both, Free Schools will be innovative in design and built to high environmental standards. For more information see:

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools>

The Role of a Governor in a Free School

The Department for Education (DfE) has recently made clear in its May 2021 Governors'

Handbook that in all types of schools (including Free Schools), governing bodies should have

a strong focus on three 'core strategic functions'. These are:

a. Ensuring clarity of vision, ethos and strategic direction.

b. Holding the headteacher to account for the educational performance of the school and its pupils; and

c. Overseeing the financial performance of the school and making sure its money is well spent.

(Source: DfE Governors' Handbook May 2106 at: <http://www.education.gov.uk/schools/leadership/governance/b00224781/govhandbook>).

In essence, Free School governors are responsible for making sure the academy provides a good quality education. The Principal is responsible for the day-to-day management of the academy but academy governors work with the Principal to set the academy's aims and policies. There are also other important duties the governors and Principal carry out, including:

- how many staff to employ, their appointment and, rarely, their dismissal
- setting targets for pupil achievement
- managing the academy's finances
- making sure the curriculum is balanced and broadly based
- hearing appeals and grievances
- monitoring pupils' behaviour and discipline.

CATEGORIES OF GOVERNORS

It is recognised that people from many walks of life can make a valuable contribution to the raising of educational standards and so the governing body includes a range of different categories of individuals.

Please remember that you serve as a governor as an individual and NOT as representative of any particular group. However, you may be able to contribute to discussions using the knowledge and experience you have of those groups.

Parent Governors

Parents and carers of registered pupils at the academy are eligible to stand for election as parent governors. If insufficient parents stand for election, the governing body can appoint parent governors.

Staff Governors

Both teaching and support staff paid to work at the academy are eligible to be staff governors.

Staff governors are elected by the academy staff and must be paid to work at the academy; volunteers are not eligible. Any election, which is contested, must be held by ballot.

The Principal is a member of the governing body by virtue of his/her office and counts as a member of the staff category. If the Principal decides not to be a governor they must inform the clerk of that decision in writing. The Principal teacher's place remains ring-fenced and cannot be taken by anyone else.

Co-opted Governors

Co-opted governors are appointed by the governing body. There are no specific criteria required for co-opted governors ; they are simply described as governors co-opted by other members of the governing body.

Foundation Governors

The academy's founding body appoints foundation governors. Registered pupils at the academy, their parents, staff eligible to be staff governors, elected members of the local authority and those employed by the LA in connection with education functions are not eligible to be partnership governors.

Associate Members

The governing body can appoint associate members to serve on one or more governing body committees and attend full governing body meetings. The definition of associate member is wide and pupils, academy staff and people who want to contribute specifically on issues related to their area of expertise, such as finance, can be appointed as associate members.

Associate members are appointed as members of any committees established by the governing body. They are appointed for a period of between one and four years and can be reappointed at the end of their term of office. Associate members are not governors and they are not recorded in the instrument. They do not have voting rights on the full governing body, but may be granted voting rights at a committee.

THE STRATEGIC ROLE OF THE GOVERNING BODY

The role of the governing body is to help establish high expectations against which it holds the academy accountable. The strategic tasks listed are essential aspects of the annual cycle of work for a governing body.

Aims and Values

- To make sure the aims, values and principles are in place, understood by everyone and can be seen operating daily throughout the school.

Policy Framework

- To make sure that a range of policies are in place which provide a framework within which the principal and staff can manage the academy on a day-to-day basis.
- To make sure that the governing body has developed and agreed a timetable for its committees to review all policies. The full governing body will have to approve any revisions to a policy.
- To review on an annual basis Pay, Performance Management, Safeguarding and Special Educational Needs policies **which** need to be reviewed annually.

Academy Improvement Planning

- The governing body should play an integral part in the annual academy improvement planning cycle and have a clear view about medium and long term aims for the academy stretching over a number of years. The Academy Improvement Plan should also identify the governing body's own long term aims and development needs.

POSITIONS WITHIN THE GOVERNING BODY

THE ROLE OF THE CHAIR AND THE VICE-CHAIR OF GOVERNORS

Current legislation enables the governing body to decide on the process of appointment and the term of office of Chairs and Vice-Chairs. Academies must elect a

chair and vice chair. Their term of office is one year, although they can stand for re-election. The election should take place in the first meeting of the autumn term. The Governing Body should make this decision and record their decision in the governing body minutes.

The role of the governing body chair (and vice chair in the chair's absence) can include the following:

- to maintain the governing body's focus on school improvement and performance
- to ensure affairs are conducted according to the law
- to report any urgent action taken on behalf of the governing body, making sure it is fully explained and supported.

The chair of governors is responsible for making sure that:

- the year's cycle of meetings are planned, with a timetable drawn up for action and reports
- meetings are well run and minuted correctly, and decisions taken as necessary
- all governors understand their collective responsibility for any decisions
- the governors work as a team, and everyone understands each other's roles and the roles of other professionals within the school
- objectives are clarified, and committees created to work out and put into practice areas of planning

Chairs cannot take decisions on behalf of governors unless there has been a resolution of the whole governing body to delegate a specific authority. However, they are able to take action if the matter is urgent.

The School Government (Procedures) (England) Regulations 2003 Regulation 6 defines 'urgent' as a case where the circumstances are that a delay in exercising the function would be likely to be seriously detrimental to the interests of the school; any pupil at the school, or his parent; or a person who works at the school and where it would not be reasonably practicable to hold a governors' meeting to resolve the issue. Any urgent action the chair or vice chair takes on behalf of the governing body should be reported at the next meeting.

The chair should work closely with the headteacher, listening to concerns, offering advice and talking through disagreements before governing body meetings.

They carry out duties delegated by the governing body, attend school functions or make sure another governor represents them, and are accessible to other governors, staff and parents.

ROLE OF THE CLERK TO GOVERNORS

A clerk to the governors has many more functions and responsibilities than taking the minutes. One of the most important roles is to provide advice on procedural issues.

A clerk's role is to:

- provide professional clerking services to the governing body

- provide advice on procedures
- assist with the general administration of the governing body
- act as a link between the governing body and the school.

The clerk's responsibility is to:

- call meetings of the governing body, prepare the agenda and accompanying papers in consultation with the chair of governors and the Principal, and dispatch them to governors within the legal deadline - for non-urgent meetings seven clear days before a meeting
- attend full meetings of the governing body (the governing body will determine who will clerk committee meetings)
- advise the governors on the conduct of business in accordance with legal requirements and good practice
- make sure that accurate minutes and records are kept of statutory meetings and committee meetings
- carry out action following a governors' meeting and follow up to help ensure that where individual Governors are named in the meeting minutes as responsible for specific actions, that they carry out such actions.
- maintain a minute and correspondence file
- make sure that legislation and any other issues are communicated to the governing body
- be a source of information on administration
- attend training and information sessions to update knowledge of changes in governing body legislation and to share good practice
- keep a register of business interests for all governors.

GOVERNORS WITH ADDITIONAL RESPONSIBILITIES

Over the past few years governing bodies have been encouraged to consider ways to share out governors' workload more effectively in relation to named governors' roles. There have been a number of local initiatives and national statutory requirements introduced requesting that a governing body nominate a governor to take on additional responsibilities with identified curriculum areas, for example Special Educational Needs, Literacy, Numeracy, Sex, Drugs Education.

The number and titles of nominated governors is for the governing body to decide. However, governance legislation identifies which named governors are required and governing bodies should make sure they fulfil this statutory requirement.

As the NGA (National Governors' Association) 'Welcome to Governance' guide (2012) notes: "All governing bodies must have a chair and vice chair but, in addition, individual governors may be appointed to have oversight of a specific area of governing body responsibility (for example Special Educational Needs)."

The information below clarifies the nominated governors that governing bodies are required to have in place by law.

Nominated governors required by legislation

- **Performance management governors** – two or three governors appointed by the governing body, these posts may not be held by members of staff.
- **Special educational needs governors** – The DfE Governors’ Handbook (May 2021) states that “Governing bodies of maintained schools have legal duties (under The Education Act 1996) in relation to pupils with SEN (Special Educational Needs). The governing bodies of the great majority of academies have the same responsibilities in relation to pupils with SEN by virtue of their funding agreements. In practice, the governing body functions to meet these duties can be delegated to a committee, individual governor or a headteacher.....”

The governing body must set up appropriate staffing and funding arrangements and oversee the school’s work. The general duties of governing bodies and the ‘responsible person’ are set out in full in paragraphs 1.16 to 1.22 of the SEN Code of Practice.”

(Source: The DfE Governors’ Handbook (May 2106) at:

http://www.education.gov.uk/schools/leadership/governance/b00224781/govha_ndbook)

In The DfE Governors’ Handbook (May 2021) it also goes on to state (at pages 3536) that “ in summary, governing bodies of mainstream schools have the following legal duties under the Education Act 1996. The vast majority of academies must also meet these requirements by virtue of their funding agreement,” and such legal duties are then listed in that DfE Handbook (see web link above).

- Safer Recruitment governor - DCSF legislation requires schools to ensure that the head teacher and at least one governor has undergone the Safer Recruitment training, either online or attended a training course offered by the local authority.

For efficient and effective governance it would be good practice to cover as many of the following roles as possible:

- Assessment/Target Setting Governor
- Community Liaison Governor
- Complaints Governor/Complaints Investigation Governor
- Curriculum Governors
- Health And Safety Governor (This role can be incorporated into the responsibilities of a Finance and Premises Committee)
- Literacy Governor
- ICT – Information Communication and Technology Governor
- Numeracy Governor
- Mentor Governors – to Support Newly Appointed Governors on the GB
- Pupil Welfare and Pastoral Care Governor

Where there are insufficient governors to cover these roles they may be delegated to the work of a sub-committee.

Governing Body Standing Orders

1. Chair and Vice-Chair

- 1.1 The governing body will elect a chair and vice chair. Their term of office is one year, although they can stand for re-election. The election usually take place in the first meeting of the autumn term. The Governing Body should make this decision and record their decision in the governing body minutes.
- 1.2 When the chair and vice-chair are due for election or re-election, the governing body will elect or re-elect both positions from among its number (though excluding any employee of or a pupil at the school).
- 1.3 The governing body will decide in advance of the election the process of election for either or both positions that will be in accordance with guidance from Great Schools for All Children
- 1.4 If nobody has indicated willingness to stand for the office of chair, the meeting will be adjourned until a chair can be elected.
- 1.5 The clerk will take the chair when the chair is being elected. Otherwise the chair will conduct all meetings of the governing body except that, in his/her absence, the vice-chair will take the chair.
- 1.6 If the election of the chair or vice-chair is contested it will be decided by secret ballot. Governors standing for election will withdraw and not vote.
- 1.7 If both the chair and vice-chair are absent from a meeting, the governing body will elect a chair for that meeting.
- 1.8 If the chair resigns, or has to relinquish the office for any reason, the vicechair will act as chair until a successor is appointed at the next meeting of the governing body. The election of chair will be a specific item of business on the agenda for that meeting.
- 1.9 If the vice-chair resigns, or has to relinquish the office for any reason, a successor will be appointed at the next meeting of the governing body.
- 1.10 If both the chair and vice-chair resign, or have to relinquish their offices for any reason, the governing body will hold a special meeting within 2 weeks days to elect their successors.
- 1.11 The chair can be removed from office by the governors following advice from Great Schools for All Children

2. Calendar of Meetings

- 2.1 The governing body will meet at least three times per academic year.
- 2.2 Committees will meet at a frequency determined by the governing body.
- 2.3 The governing body will set the dates for its meetings, including those of any committee for the next academy year at the final meeting of the previous academy year

3. Timing and Duration of Meetings

3.1 Meetings will start at times which are acceptable to the governing body and will be limited to 2 hours duration.

3.2 Where the business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to deal with the business notified on the agenda.

3.3 A meeting may be discontinued at any time if the governing body so resolves. If so, or if the meeting has to be abandoned because it is no longer quorate, a further meeting shall be called as soon as practicable to complete the unfinished business.

4. Quorum

4.1 In academies, the quorum is usually any three governors, or, where greater, one third of the governors (rounded up) in post at the date of the meeting. For votes relating to the appointment of a parent governor, the removal of a governor, or the removal of the chair of governors, the quorum is set at two-thirds of the governors in post. Academy governing body meetings are governed by their articles of association. 4.2 Meetings which become inquorate will be discontinued.

5. Withdrawal from meetings

5.1 Governors will be required to withdraw from a meeting where there is a conflict of interest

5.2 If there is a dispute about a person attending a governing body meeting being required to withdraw, the matter of withdrawal shall be determined by the governing body or on the advice of Great Schools for All Children

6. Convening meetings

6.1 All meetings will be convened by the clerk, in accordance with the arrangements made by the governing body, but subject to (a) any direction from the chair where a matter is urgent and (b) any requisition signed by three governors.

7. Notice of Meetings

7.1 For Academies the articles usually stipulate that notice of the meeting should be sent out at least fourteen days (unless a shorter timescale is agreed by a majority) before the meeting.

7.2 Non-receipt of notice of a meeting will not invalidate the meeting. 7.4

Notices of meetings, and the accompanying agenda, will be made available at the academy, at all reasonable times, for inspection by anyone wishing to see them.

8. Agenda

8.1 The agenda will be prepared by the clerk in accordance with any determination of the governing body and in consultation with the chair and the principal.

8.2 Any governor may place an item on the agenda by writing to the clerk.

8.3 Papers that inform agenda items will be sent to governors with the agenda.

9. Late Items/Any Other Business

9.1 The agenda will include 'Notification of AOB' immediately after 'Apologies for Absence' and any governor wishing to raise an urgent meeting item must give notice at this time.

9.2 The governing body will decide whether any such item is to be discussed or, if appropriate, deferred to a subsequent meeting.

10. Suspension of Governors

10.1 The governing body will suspend a governor for a period of up to six months under guidance from Great Schools for All Children

11. Governors' Expenses

11.1 The governing body will prepare a policy on the payment of expenses of governors

12. Attendance

12.1 The clerk will keep a record of those governors and all other persons present at meetings of the governing body or any of its committees.

12.2 Where a governor sends an apology for absence with reason, the governing body will decide whether to 'consent' to the absence and the clerk will record the decision in the minutes (A copy of the approved draft minutes will be sent as soon as possible to the governor concerned).

12.3 The time of arrival and/or departure of any governor not in attendance throughout any meeting will be recorded in the minutes.

13. Minutes of Meetings

13.1 The minutes of meetings will be kept in a binder on consecutively numbered loose-leaf pages, each page initialled by the person signing them as a true record.

13.2 Any dissenting views will be recorded in the minutes of the meeting, if that is the wish of one or more governors present.

13.3 Action will be taken on the basis of decisions and need not await the approval of the minutes at the next meeting.

13.4 Within 15 academy days of the meeting, the draft minutes will be sent by the clerk to the chair for checking.

13.5 Copies of the draft minutes, once 'approved' by the chair, will be sent to all members of the governing body within 30 academy days of the meeting.

13.6 The approval of the minutes of the previous meeting will be on the agenda of every meeting of the governing body and once approved as a true record (subject to any agreed amendments) the minutes will be signed and dated by the chair.

13.7 Those matters which the governing body determines shall remain confidential will be minuted separately and such minutes will not be made publicly available. 13.8

Approved draft minutes, and subsequently the approved minutes, will be made available at the school, at all reasonable times, for inspection by anyone wishing to see them.

13.9 Minutes made available for inspection will include papers forming part of the meeting.

14. Confidentiality of Proceedings

14.1 Details of any dispute, discussion or disagreement should remain confidential to those present at the meeting.

15. Correspondence

15.1 All incoming correspondence to the governing body (other than any concerning a complaint) is for the attention of the whole governing body, even if addressed to the chair and/or the clerk. Significant items will be circulated to all governors as and when received/presented to each meeting of the governing body for action or information as appropriate. The chair will report upon any correspondence on which he/she has already taken urgent action.

15.2 The governing body will determine by resolution who may write letters on behalf of the governing body, either generally or on specific issues.

16. Information and Advice

16.1 The principal has a statutory duty to keep the governing body fully informed, and will present a written report to each termly meeting of the governing body.

16.2 At the autumn term meeting each year the governors will receive details of public examination results taken in the preceding summer term and compare these with the targets set and the previous year's results.

16.3 Where (exceptionally) important information required by the governing body is given orally, it will be recorded in the minutes in appropriate detail.

16.4 Where information required by the governing body is not readily available, reasonable time will be given for its production.

16.5 Where expertise is needed but not available within the governing body, the governing body may consider inviting appropriate non-governors to attend meetings or appointing associate members.

17. Discussion and Debate

17.1 The chair will ensure that all governors enjoy equality of opportunity to express their views.

17.2 The governing body will receive and note, without debate, any decisions on matters which it has delegated to a committee or to an individual.

Decisions will be recorded in the minutes.

17.3 Recommendations received from working groups will be recorded in the minutes, together with any related governing body resolution.

18. Decision-making

18.1 Members of the governing body recognise that all decisions must be made by the governing body unless the governing body has delegated the function to a committee or to an individual.

18.2 Only governors present at a meeting may vote; proxy voting is not Allowed.

18.3 A simple majority decides any matter put to the vote. In the event of a tie, the chair has a casting or second vote – except in the case of a selection panel

deciding who, if any, candidate to recommend to the governing body for appointment as principal.

18.4 Voting in the election of the chair or vice-chair where there is a contest will be held by secret ballot. Otherwise voting will ordinarily be by show of hands, unless one or more governors request a secret ballot. There is no second or casting vote in the election of chair.

18.5 Decisions of the governing body are binding upon all its members.

18.6 Decisions of the governing body (or of any of its committees) may be amended or rescinded at a subsequent meeting of the governing body only if a proposal to amend or rescind appears as a specific agenda item.

19. Urgent Action

19.1 The chair, or in his or her absence the vice-chair, has authority to take urgent action between meetings only where:

- a delay in dealing with the matter would be seriously detrimental to the interests of the school, a pupil, his/her parents, or a member of staff;
 - a meeting could not be called in sufficient time to deal with the matter;
- and
- the matter is one which can be delegated to an individual under government regulations.

19.2 If the chair (or vice-chair) takes any urgent action between meetings, the facts will be reported to the next meeting of the governing body.

20. Public Statements

20.1 Public statements on behalf of the governing body will be made only by those delegated to make them.

21. Access to Meetings of the Governing Body

21.1 Apart from governors, the only people entitled to attend a meeting of the governing body are the principal (where he/she has chosen not to be a governor), the clerk and, where appropriate, associate members. No substitute members are permitted.

21.2 Associate members may be required to leave a meeting where matters of a confidential nature relating to individual staff or pupils are discussed. 21.3 When the principal is absent, the Vice Principal will attend in his/her place but will have no vote (unless in the long-term absence of the head, the deputy has been appointed acting principal).

21.4 The governing body will decide who, other than those entitled to attend, may be admitted to a meeting and which of its meetings, if any, will be open to parents/the public.

21.5 The governing body can require any non-governor present at a meeting to leave at any time.

21.6 If a meeting is to be opened to parents/the public, reasonable notice will be given.

21.7 The Vice Principal/s will be invited to attend meetings of the governing body as observer/observers, as part of their professional development.

22. Pecuniary and Personal Interest

22.1 The governing body will maintain a register of the pecuniary interests of its members in a separate file with each sheet being signed by the relevant governor.

22.2 As appropriate, governors will draw attention to any pecuniary or other personal interest, whether that interest has previously been registered or not.

22.3 Anyone who is ordinarily entitled to attend governing body or committee meetings (that is, governors, members of committees, associate members or principals) must withdraw and not vote on the issue if:

- there could be conflict between the interests of that person and the interests of the governing body; or
- where a fair hearing must be given and there is reasonable doubt about the individual's ability to act impartially on any matter.

22.4 When a committee is considering:

- disciplinary action against an employee or against a pupil; or
- a matter arising from an alleged incident involving a pupil; a governor who has declared a personal interest may nevertheless attend the meeting to give evidence if he/she has made relevant accusations, or is a witness in the case.

23. Complaints and Staff Discipline

23.1 The governing body will establish procedures for dealing with general complaints and will abide by the LA's curriculum complaint arrangements. 23.2

The governing body will establish procedures for dealing with staff disciplinary matters and staff grievances.

24. Delegation of Functions

24.1 No action may be taken by an individual governor (including the chair and vice-chair except where acting in accordance with Standing Order 19.1) unless authority to do so has been delegated formally by resolution of the governing body.

24.2 Where required under the academy government regulations and in other cases in order to ensure the most efficient conduct of its business, the governing body will:

- delegate work to committees, individual members of the governing body and/or the principal, if not a governor;
- set up working groups to provide information and/or make recommendations to the governing body.

24.3 The arrangements for delegating functions will be reviewed annually by the full governing body.

24.4 In delegating functions to individuals, the governing body will have regard to the relevant terms of reference.

25. Committees

25.1 Committees to which the governing body has delegated any of its functions will act strictly in accordance with the terms of delegation.

25.2 When establishing committees the governing body will ensure compliance with the regulations concerning the constitution of the committees and will:

- determine the membership (including non-governors where permitted and appropriate);
- determine the reserve membership to cover for the absence of ordinary members;
- appoint the chair of each committee annually/allow the committee to elect its chair;
- establish and record terms of reference;
- review the membership and terms of reference annually;
- decide whether or not to confer voting rights on any or all nongovernors for those matters where non-governors are not prohibited from voting under the procedures regulations; • determine when the committees shall meet
- determine arrangements for reporting back;
- review the need for, and the membership of, committees annually; set the quorum for each committee (minimum quorum is 3)

25.3 The principal has the right to attend any committee meetings, subject to the statutory rules on withdrawal.

25.4 Associate governors cannot vote on issues relating to admissions, pupil discipline, election or appointment of governors, the budget and financial commitments of the governing body, and cannot serve on committees relating to staff appointments, grievance, discipline and dismissal.

25.5 The governing body will establish committees for the following purposes:

- a staff dismissal appeal
- a pupil discipline (exclusions)
- pupil admissions
- staff matters (pay, discipline and grievance)
- pay appeals
- complaints
- performance management of the principal

25.6 All committees and individuals with delegated powers will report in writing to the next meeting of the governing body about any decisions made or action taken.

25.7 All committees with delegated powers will keep formal minutes, and *copies* will be presented to the next meeting of the governing body

25.8 All meetings of committees will be clerked by a person who is not the principal.

26. Working Groups

26.1 In establishing working groups the governing body will:

- determine the membership, including non-governors, and the method of appointing the chair;
- establish and record terms of reference;
- determine when working groups must meet
- determine procedures for reporting back.

26.2 The principal has the right to attend any working group meeting.

26.3 Working groups established for specific purposes will be discontinued when their work has been completed.

26.4 All working groups will present a written report, including recommendations where appropriate, to the next meeting of the governing body.

27. Safeguarding Pupils

27.1 All governors on first appointment and at any subsequent re-appointment will be required to undergo checks to determine suitability to have access to children and young people in accordance with any legal requirements or policy of the governing body.

27.2 Any governor refusing to undertake the checks will be disqualified from membership of the governing body.

28. Code of Conduct

28.1 Every governor will be requested to sign the Code of Conduct declaration at first appointment and each subsequent year of appointment at the autumn term meeting.

STANDING ORDERS FOR COMMITTEES

Curriculum and Pupil Related Matters Committee

Composition

Up to five named members of the governing body. Associate members may be appointed by the full governing body.

Quorum

Three

Clerking

Each meeting of the committee must be clerked by a volunteer member of the committee excluding the Principal

Purpose of committee

- To ensure on behalf of the governing body that its strategic responsibility to raise standards is acted upon
- To review and analyse the performance of the school, against national and local indicators, and to advise the governing body on any action required in order to sustain improvement
- To ensure that Academy Strategic Plan reflects the requirement to raise standards, and to monitor and evaluate it accordingly
- To monitor the implementation of any Action Plan resulting from Ofsted inspection in order to maintain progress
- To establish, with assistance of the Principal and Lead Practitioners, information about how the curriculum is taught, evaluated and resourced
- To make recommendations to Finance Committee on resources that are needed to meet the needs of the whole curriculum, and the sustainability of the non-statutory elements
- To receive regular reports from the senior leadership team on the quality of teaching and learning, to identify areas for improvement, and to ensure that any necessary action is taken to maximize outcomes for pupils

- To ensure that annual assessment and examination arrangements comply with national requirements
- To ensure that requirements of pupils with varying levels of ability, from the gifted to those with special needs are met
- To review policies that effect the curriculum such as sex and relationships education, SEN, gifted and talented, RE and collective worship
- To ensure that other relevant policies such as behaviour and attendance, which support learning and improvements in attainment are in place
- To monitor the impact of Pupil Premium Funding on the achievement and attainment of pupils; to ensure that the Pupil Premium Funding is spent appropriately and that this information is easily accessible (eg on the academy's website)
- To form an appeals committee in the case of oversubscription
- To act as the 'exclusions committee receiving reports on any pupil excluded for 5 days or more and considering appeals against permanent exclusions

Meetings

Committee meetings will be held on an as required basis but at least once a term.

A member of the committee will make a record of all proceedings at each meeting. Minutes will be circulated to members within agreed timescales.

The committee will liaise with such other committees and invite members of the other committees to attend its meeting as should be deemed appropriate.

Personnel Committee

Composition

Up to five named members of the governing body. Associate members may be appointed by the full governing body.

Quorum

Three

Clerking

Each meeting of the committee must be clerked by a volunteer member of the committee excluding the Principal

Purpose of the committee

- To draft and keep under review the staffing structure in consultation with the Principal and the Finance Committee
- To approve procedure for recruitment and appointment of staff
- To consider applications from staff for secondments or leave of absence
- To follow established procedure when advertising, selecting and appointing new members of staff
- To establish and review a Performance Management policy for all staff
- To review, on an annual basis, staff salaries and make recommendations on personnel related expenditure to the Finance Committee
- To keep under review staff work/life balance, working conditions and well-being, including the

- Fairness of the bonus system and the monitoring of absence
- To draft and recommend for adoption, the procedures for dealing with discipline and grievances
- Additional items which individual governing bodies may wish to include

Meetings

Committee meetings will be held on an as required basis but at least once a term.

A member of the committee will make a record of all proceedings at each meeting. Minutes will be circulated to members within agreed timescales.

The committee will liaise with such other committees and invite members of the other committees to attend its meeting as should be deemed appropriate.

Finance and General Purposes Committee

Composition

Up to five named members of the governing body. Associate members may be appointed by the full governing body.

Quorum

Three

Clerking

Each meeting of the committee must be clerked by a volunteer member of the committee excluding the Principal

Purpose of the committee Finance

- To recommend to the Full Governing Body approval of the annual budget plan and cash flow forecasts for the forthcoming financial year in accordance with the timescales dictated by Great Schools for All Children
- To determine the school's financial priorities through the Academy Strategic Plan and the Asset Management Plan (AMP).
- To receive a financial report at each meeting to facilitate the monitoring of the school's actual financial performance compared with budgeted priorities and cash flow, and to take remedial action as necessary. Such action will be reported to the Governing Body. In all cases liaison must be maintained with other appropriate committees.
- To make decisions on requests from other committees that will have an impact on the school's financial position.
- To make decisions on expenditure within the Committee's delegated powers.
- To make decisions on virements within agreed budgets, within the Committee's delegated powers, and authorising any budgetary adjustments made.
- To advise the Governing Body on the appropriateness, or otherwise, of virements to be made outside of the Committee's delegated powers.
- To review annually the academy's Financial Regulations and Scheme of Delegation.
- To review annually the Terms of Reference of the Finance Committee.
- To ensure the Register of Business Interests is kept up to date.
- To annually review all on going contracts
- To review the various leasing agreement schemes and options available to the school.

- To award contracts by tender up to a specified limit.
- To agree and sign an annual Best Value Statement.
- To monitor **all** spending and income received in the academy
- To annually review and appoint a qualified independent examiner auditor to the Academy Fund(s)
- To receive and approve / ratify the annual audited accounts of the Academy Fund(s).
- To agree and determine appropriate charges for lettings of the premises, in line with the school's lettings policy.
- To ensure the academy adheres to the policies and procedures as specified by the Department for Education and The Academies Financial Handbook 2106 (as amended).
- To ensure the academy has appropriate internal financial controls in place.
- To ensure that all financial controls are adhered to via regular testing and management checks in order to protect against fraudulent or improper use of public money and assets and enable satisfactory completion of the Statement of Internal Control (SIC).
- To review appropriate financial benchmarking data, in order to compare the school's financial performance with other similar schools
- To review and monitor budget projections / medium term financial plans to ensure the academy's budget is realistic and any financial decisions are sustainable □ To act as an appeals committee for staff salary review

General Purposes

- To establish and keep under review a Building Development Plan
- To establish and keep under review an Accessibility Plan
- To monitor and review all aspects of maintenance and improvement or repair to the buildings, grounds and plant.
- To advise the governing body on priorities, including Health and Safety, for the maintenance and development of the school's premises
- To administer applications for hire of premises
- To ensure that the character of the school's building is retained.
- To make recommendations to the Finance Committee on premises-related expenditure
- To appoint architects, builders, ground maintenance teams, surveyors etc according to established procedures laid down by academy governors and monitor all aspects of their work.
- In consultation with the Principal and the Finance Committee, to oversee premises related funding bids
- Additional items which individual governing bodies may wish to include

Meetings

Committee meetings will be held on an as required basis but at least once a term.

A member of the committee will make a record of all proceedings at each meeting. Minutes will be circulated to members within agreed timescales.

The committee will liaise with such other committees and invite members of the other committees to attend its meeting as should be deemed appropriate.

OFSTED Inspections

How will school governance be evaluated?

Inspectors will evaluate:

- how effectively governors help to shape the direction of the school
- how rigorously governors and committees challenge and support leaders and managers, holding them to account for tackling weaknesses and further improved outcomes for all pupils
- how well governors and committees fulfil their statutory responsibilities.

Inspectors will take account of:

- the extent to which the school's self-evaluation indicates compliance with statutory requirements
- the rigour of the governing body's procedures to ensure the health, safety and well-being of staff and pupils
- how effectively governors fulfil their duties to promote community cohesion and inclusive practice relating to special educational needs, race equality, disability and gender equality
- how knowledgeable governors are of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance
- how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans
- how effectively the governing body ensures its skills and expertise are matched to the needs of the school and how effectively these are used to improve outcomes for pupils
- the extent to which the governing body understands the school's performance data and has an accurate picture of how well all the pupils are achieving compared with those in other schools, as well as how different groups of pupils within the school are performing
- how governors ensure that school targets are both achievable and sufficiently challenging to lead to, and sustain, improvement
- governors' understanding of barriers to learning, including attendance and behaviour issues, and what the school is doing to overcome them
- how effectively and confidently governors develop and use their skills and knowledge to hold leaders to account for improvement by robustly challenging underperformance
- how systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning.

Principal's 'Report to Governors'

Suggested Termly Content

AUTUMN

- Autumn package feedback
- School's Pupil Performance data
- Clubs
- Budget update
- Premises issues
- Complaints- data only
- School visits & special events

- Staffing changes
- Pupil numbers
- Health & Safety issues (if any)
- Self Evaluation feedback
- Fundraising events (if any) Visitors to school (if any, include governor focused visits)
- Attendance data (comparison to previous year's autumn term, and to include previous term's attendance data comparison)
- Staff development plan
- Bullying/Drugs/Racist incidents
- Foundation Stage profile
- Performance Management (HT Performance Management Planning and Review meeting has taken place and the HT's Planning and Review statement has been agreed and set)
- Meetings with School Improvement Partner has taken place and report on key issues raised
- Head teacher and Chair's meeting – report key issues
- Update on school priorities
- Every Child Matters Agenda (if any)
- Extended Schools (if appropriate)

SPRING

- Progress on SDP
- Premises
- Budget update/ratification
- School visits & special events
- Admission trends
- Complaints- data only
- Staffing changes
- Pupil numbers
- Health & Safety issues (if any)
- Self evaluation feedback
- Fundraising events (if any)
- Attendance data (comparison to previous year's spring term and to include previous term's attendance data comparison)
- Bullying/Drugs/Racist incidents
- Visitors to school (if any, include governor focused visits)
- Head teacher and Chair's meeting – report key issues
- Meetings with School Improvement Partner has taken place and report on key issues raised
- Update on school priorities
- Every Child Matters Agenda (if any)
- Extended Schools (if appropriate)

SUMMER

- SATs results and Foundation Stage profile results
- Budget update
- Premises
- Complaints – data only
- School visits & special events

- Leavers destinations
- Staffing changes (inc. curriculum responsibility changes)
- Pupil numbers
- Fundraising events (if any)
- Attendance data for year – comparison with previous year – illustrated in a table for each term
- Exclusion data
- Bullying/Drugs/Racist incidents
- Health & Safety issues (if any)
- Visitors to school (if any, include governor focused visits)
- Self evaluation feedback
- Head teacher and Chair's meeting – report key issues
- Meetings with School Improvement Partner has taken place and report on key issues raised
- Update on school priorities
- Every Child Matters Agenda (if any)
- Extended Schools (if appropriate)
- Attendance data (comparison to previous year's summer term)
- Performance management update/CPD update
- Performance Management report to be typed up and presented to full GB (refer to example Performance Management Head teacher's report suggested content list – a copy is available in the Clerks' Handbook)

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