



Local Governor Handbook

2025/2026

‘Believe you can. Together we will.’

Our Mission

Together we will work with our children, families and communities to provide exceptional learning opportunities for all children.

Our Vision

Together we will be a family of schools ensuring excellence in primary education.

Our Values

Aspiration

Together we will ... not let disadvantage be an obstacle to success.

Excellence

Together we will ... achieve the best outcomes for all.

Collaboration

*Together we will...*work to harness the collective power of all.

Inclusivity

*Together we will...*celebrate the unique nature of our diverse school communities.

Kindness

*Together we will...*be caring and thoughtful in everything we do.

Respect

Together we will... act with integrity and honesty.

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Welcome to Learning Academies Trust (LAT) and to your role as a member of the Local/Federated Governing Body (LGB/FGB) of your particular school.

The Trust was originally formed by three primary schools in November 2016 and expanded further in April 2018, October 2018 and July 2022, making a total of 9 schools. In August 2023, the Trust merged with the Horizon Academy Trust. The merger brought together 18 schools that employ over 800 members of staff who are responsible for educating over 5,000 children in Plymouth area.

The Trust has a highly-skilled and experienced School Improvement Team of senior leaders and includes the Plymouth Teaching School Alliance, which co-ordinates a number of training and development programmes and provides support and challenge for our schools. As a LAT governor you will be offer access to a range of in-house training and information sessions supported by members of the LAT team.

LAT Central services are well-established and provide HR, finance, IT and estates expertise to all our schools. The Trust employs their own Education Welfare Officers and the well-being of children, staff and the community is a key priority.

The Trust is governed by a highly skilled and effective Trust Board all of whom provide the necessary strategic challenge and support to the senior leadership team. This handbook provides information about governance arrangements at Trust and LGB/FGB level, guidance to support the governance role and suggestions to help you develop your understanding of school governance.

If you have any queries or require clarification of any of the information outlined please contact the respective Governance Professional of your LGB/FGB or a member of the LAT Governance Team.

Thank you for your support, we look forward to working with you in the coming year.

Simon Spry
Chief Executive Officer



Debbie Taylor
Chair of Trust Board

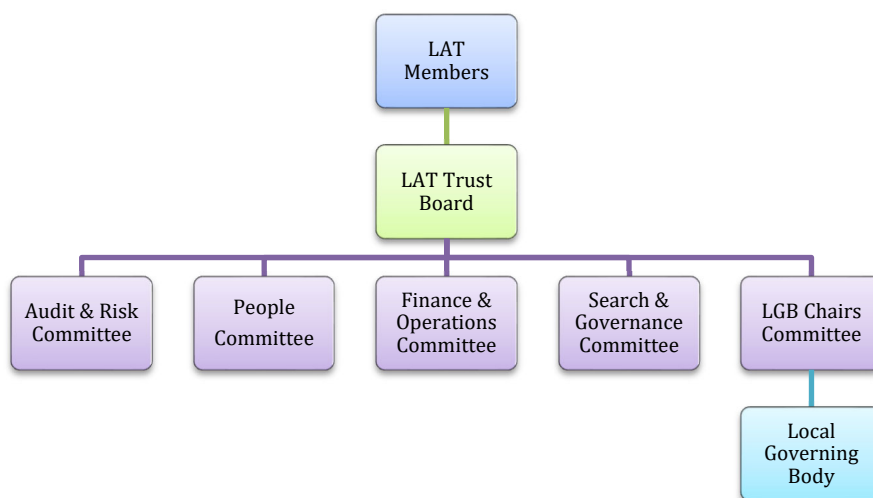


Governance and Leadership of the Trust

1. The Learning Academies Trust

- 1.1 The Learning Academies Trust is a charitable company limited by guarantee and registered at Companies House. The Trust is a separate legal entity that can enter into contracts, hold assets and employ staff.
- 1.2 As the Learning Academies Trust is both a company and a charity, the Trust has directors who are also charitable trustees. The Trust must therefore comply with its obligations under both company and charity law.

2. Governance of the Trust



2.1 Members

Guardians of governance of the trust Members have a limited but distinct role. Members hold the trust board to account for the effective governance of the trust but have a minimal role in the actual running of the trust.

The Members are responsible for:

- a) Signing the initial Memorandum and Articles of Association
- b) Ensuing the success of the Trust
- c) Determining the name of the Trust
- d) Approving changes to the Articles of Association
- e) Appointing Members and specific Trustees
- f) Removing existing Members
- g) Appointing and removing the external auditors
- h) Receiving a copy of the annual report and accounts
- i) Meeting at least once a year, usually at an AGM
- j) Dissolving the Trust

Further information on the role of the Members can be found in the NGA's publication "Academy Trusts: the role of Members", available on the NGA website.

2.2 Trust Board

2.2.1 The trust board is made up of 14 Trustees who bring a wide range of skills, knowledge and experience to the role. The Chief Executive Officer is a Trustee.

2.2.2 The trust board purpose is defined in the Academies Trust Handbook as follows:

- Strategic leadership of the academy trust.
- Robust oversight of operations and performance of the academy trust.
- Strategic oversight of relationships with stakeholders.

2.2.3 Trustees have 3 main roles:

- As company directors, which means that they must comply with the Companies Act 2006 and any related/subsequent legislation;
- As Trustees of the Learning Academies Trust charity, which means that they must comply with charity law and the regulations set out by the Charity Commission; and,
- As governors with overall responsibility for governing the Trust and its academies.

2.2.4 In the Learning Academies Trust, the individuals who make up the Trust Board are known as “Trustees”. This is to avoid any confusion with the designation of management posts within the organisation who are often called “directors”.

3. The roles of Trustees and Members

Members	Trustees
Ensure the success of the trust as the guardians of the trust’s governance	Legally accountable for all statutory functions and performance of all the schools in the trust
Ensure the Learning Academies Trust acts within its Objects (which are set out in the Articles of Association).	Set the vision, ethos and strategic direction of the Trust.
Receive an annual report on the performance of the Learning Academies Trust	Hold the CEO to account for the performance of the Trust, individual schools and of staff.
Approve amendments to the Articles of Association, if required.	Oversee the financial performance of the Trust, make sure its money is spent effectively and provides value for money.
Appoint and remove specific Trustees/Directors.	Delegate to the CEO responsibility for the day-to-day operations of the Trust and monitor performance.
Safeguard and promote the values of the Trust.	Delegate any governance functions in line with the relevant legislation/guidance and the Trust’s Scheme of Delegation.
Attend the Annual Meeting, receive a copy of the audited company accounts and appoint the Trust’s external auditors	Produce an annual report on the performance of the Trust which is publicly available.
Dissolve the Trust	Appoint the Trust’s Internal Auditors

4 Accountability of Trustees

The Trustees are accountable to a number of stakeholders:

- 4.1 Pupils, parents/carers/guardians and to the local community for the quality of education and pastoral care at the schools, health and safety and for safeguarding and promoting the welfare of children.
- 4.2 Staff of the Trust for their working environment, compliance with employment law and health, safety and well-being.
- 4.3 The Department for Education that includes the EFSA functions and OfSTED. These Government agencies regulate the school sector and through which funding is channelled and standards of education monitored.
- 4.4 The Secretary of State for Education in their role as principal regulator for operating the Trust for the public benefit, in line with prudent management, ensuring financial efficiency and compliance with any relevant legislation.

5. Current Members and Trustees

- 5.1 Details of the current Trustees and Members is available on the Learning Academies Trust website www.learningat.uk. There is also information on their individual attendance records for 2024/2025 and any registered interests.
- 5.2 The term of office for external Trustees is four years. This may be renewed on the approval of the Board and subject to eligibility. In line with the Nolan Principles on Standards in Public Life, it is not recommended that any Trustee serves for longer than 8 years without specific consideration.

6. Committee Structure

- 6.1 The Trust Board has determined a schedule of committees through which much of the detailed scrutiny occurs. These are set out below:
 - Finance and Operations – 3 Trustees meet 4 times a year
 - Audit and Risk – 3 Trustees meet 3 times a year
 - People – 5 Trustees meet 3 times a year
 - Search & Governance – 3 Trustees meet as required during the year
- 6.2 The membership of the Finance & Operations and Audit & Risk Committees are currently separate and, to maintain its independence, the CEO and Chair of the Trust Board are ineligible to be voting members of the Audit & Risk Committee. This arrangement will be reviewed regularly in line with guidance from regulatory authorities and appropriate legislation.
- 6.3 All committees have clear terms of reference that are reviewed annually and report on work to the next scheduled Trust Board meeting, making recommendations for any decisions by the Board as appropriate.
- 6.4 All 17 Local Governing Bodies (LGB) meet 6 times a year. (It should be noted that Hyde Park Infant School and Hyde Park Junior School are a federated Local Governing Body (FGB), having joint meetings).

7. Work of the Trust Board and Delegation

- 7.1 The Trust Board will make decisions on matters which affect all schools in the Trust, for example, setting an overall budget, setting strategic direction of the organisation and approving Trust-wide policies.
- 7.2 Local Governing Bodies and (Executive) Headteachers and other senior staff have some responsibilities delegated to them to enable them to set the strategic direction for the academy and operate on a day-to-day basis.
- 7.3 The Trust Board can decide to fully or partially withdraw delegated authorities to a Local Governing Body should it fail to carry out its duties and responsibilities effectively. This could be due to a number of factors, including but not limited to:
- School performance, especially around data and assessment
 - Ofsted inspection outcomes
 - Financial and administrative performance
 - Leadership and governance including capacity and capability
- 7.4 The Trust Board will support each school and through its work and that of its committees, will monitor performance.
- 7.5 The Trust Board will consult Local Governing Bodies on any changes to their composition and terms of reference before any decisions are made and before putting in place any arrangements which directly affect LGBs/FGBs or individual school governance arrangements.
- 7.6 All academies are given similar levels of autonomy, and the Scheme of Delegation is constructed on this basis. Should the performance of any of the schools become a concern, or a new school joins the Trust, the Board will review the Scheme of Delegation to ensure that arrangements continue to be appropriate.

8 Chief Executive Officer (CEO)

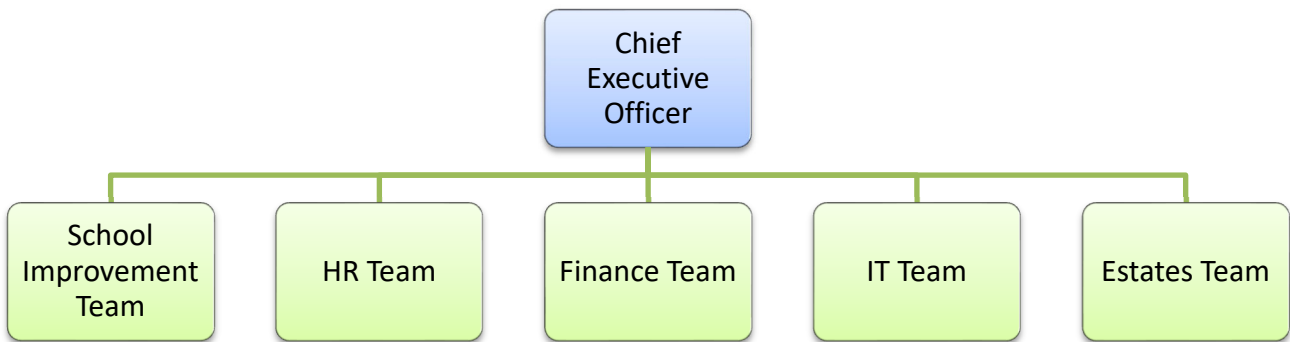
- 8.1 Delivery of the Trust's Vision, Values and strategic direction, leadership of the staff and operational management of the Trust is delegated to the Chief Executive Officer (CEO). The Trust Board holds the CEO to account for the performance of the Trust, including of individual schools, and for the performance of the central team.
- 8.2 Various functions are delegated to individuals within the staffing structure.
- 8.3 The CEO is also the accounting officer, responsible to the Department for Education for the Trust's financial performance and to Companies House for the reporting requirements associated with the operation of the organisation. These duties require the proper and effective allocation of public funding, providing value for money for the Trust and its stakeholders in line with legal requirements.

9 Directors of Education

LAT has two Directors of Education appointed by the Trust to lead on school improvement activities across the organisation. The structure and individual responsibilities for 2025/26 are set out in the following table:

<p>Cameron Lancaster DIRECTOR OF EDUCATION STANDARDS & OUTCOMES</p> <p>DATA & TRUST WIDE ASSESSMENT</p> <p>QUALITY ASSURANCE SCHOOLS</p> <p>INSPECTION PREPARATION</p> <p>EVALUATION OF OUTCOMES</p> <p>OFSTED PRE AND POST RESPONSE</p> <p>MONITORING & EVALUATION OF ACADEMIES</p> <p>SAFEGUARDING</p> <p>INCLUSION / ATTENDANCE</p> <p>EVALUATION OF PERFORMANCE / PEER REVIEW</p> <p>GOVERNANCE</p> <p>Leadership groups to include Assessment, Attendance, Disadvantage and Safeguarding</p>	<p>Ciara Moran DIRECTOR OF EDUCATION TEACHING & LEARNING</p> <p>CONTINUING PROFESSIONAL LEARNING</p> <p>INITIAL TEACHER TRAINING (ITT)</p> <p>EARLY CAREER TEACHERS (ECT)</p> <p>CURRICULUM</p> <p>SCHOOL 2 SCHOOL SUPPORT (S2S)</p> <p>PLYMOUTH TEACHER'S & SCHOOLS ALLIANCE (PTSA)</p> <p>LEADERSHIP DEVELOPMENT</p> <p>LEADERSHIP SUPPORT</p> <p>CO-ORDINATING & MONITORING IMPROVEMENT</p> <p>SEND</p> <p>Leadership groups to include Curriculum, SEND and CPL</p>
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10 Central Team Structure

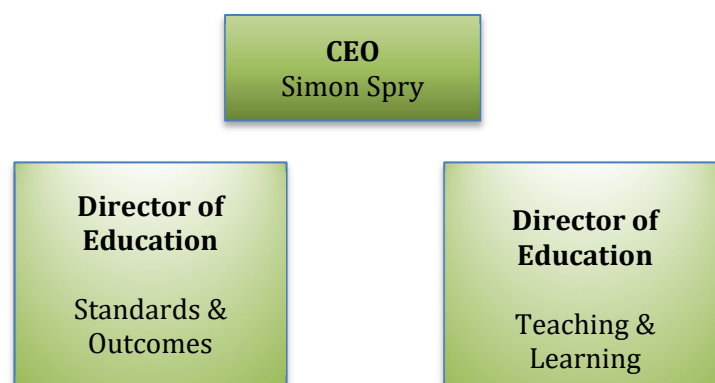


11 Plymouth Teachers and Schools Alliance (PTSA)

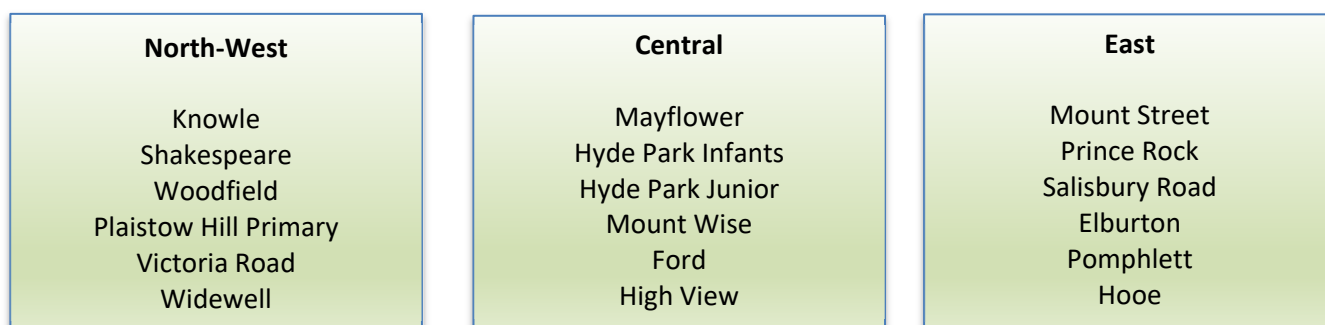
The PTSA leads and facilitates collaboration across schools, alliances and MATs within the city and wider region. It connects and develops trainees, ECTs, teachers, leaders and educational practitioners by facilitating opportunities that nurture expertise and high expectations in curriculum and pedagogy, informed by evidence to support school improvement priorities. PTSA works with named providers to contribute to the delivery of a professional pathway that attracts, trains and retains high quality teachers and leaders. PTSA is a registered apprenticeship provider and currently delivers apprenticeships for teaching assistants and early years educators. Local governance of PTSA is delivered by a local governing committee drawn from trustees and independent specialist experts.

12 EDUCATION LEADERSHIP

- 12.1 The Trust's 18 schools are split into three groups which are generally geographically clustered within Plymouth. Each of these is led by one of the Directors of Education, who line manage Headteachers/Heads of School and facilitate Trust activities as required.
- 12.2 Directors of Education meet with the CEO weekly and the Directors of Education and CEO have fortnightly meetings with Headteachers. Headteachers within each hub will work with colleagues from other schools from across the trust on specific areas through the leadership group framework.



The Trust hubs are outlined below:



12.3 Local Governing Bodies (LGBs/FGBs)

- 12.3.1 The Local Governing Body's role is to secure school improvement through effective and accountable local governance, challenge and support. LGB work is focussed on standards and the outcomes of teaching and learning (curriculum), community and pastoral care (safeguarding, wellbeing and culture).
- 12.3.2 LGBs/FGBs are corporate bodies and, as such, all decisions are made by the body and not by individuals. Local Governors must not act independently of the rest of the governing body. Provided individual Local Governors act honestly, reasonably and in good faith, any liability will fall on the LGB/FGB even if the body has exceeded its powers.
- 12.3.3 Each LGB/FGB has links to the Trust Board through the following mechanisms:
- Each school's Director of Education joins at least one LGB/FGB meeting per year

- Regular communication between CEO and LGB/FGB Chairs, including half termly meetings to discuss Trust wide developments.
- Summary of analysis of LGB/FGB Minutes and Governance Action Plans reported to the appropriate Trust Board committee
- Involvement in trust-wide stakeholder working groups and associated activities.
- A programme of CPD for all LGB's led by LAT specialist staff.
- Contact with, and support from, the LAT Governance Team.

12.3.4 Governors use their detailed knowledge of their individual school and stakeholder engagement activities to ensure that their school is being well served by the leadership / executive leadership. LGBs/FGBs have direct access to the Trust Board if there are significant concerns, through the Chair of the Board.

12.3.5 Overall accountability and responsibility for school finances is held at Trust Board level and is not a responsibility for LGB/FGB's. However, Learning Academies Trust does expect our LGBs/FGBs to have an informed understanding of their school's finances and local governors will receive regular updates through-out the academic year from Executive Heads/Heads of School/Chair of Governors.

12.3.6 Equality, diversity and inclusion is an integral to strategy and governance plan. It is important that this includes not just legal or regulatory obligations but also how equality, diversity and inclusion is championed and embedded throughout the academy trust. Please refer to the equality, diversity and inclusion statement on the Trust website for detail.

12.4 Essential Characteristics of Local Governing Bodies

12.4.1 Agreed role descriptions for the Chair of an LGB/FGB, Vice-Chair and LGB/FGB governors are set out in Appendix 7, 8 and 9. These are based on good practice in the education sector and have been developed from the models provided by the National Governance Association.

12.4.2 As a minimum LGB/FGB governors are expected to:

- Support, uphold and promote the vision and values of the Trust
- Know their school and its pupils, staff and parents/carers and the wider community
- Attend LGB/FGB and other meetings and school events on a regular basis
- Develop understanding that will enable them to talk knowledgeably about teaching, learning and assessment
- Systematically challenge and support leaders by asking probing questions
- Consistently communicate high expectations and ambition for all pupils
- Champion aspects of school life and pupil performance
- Regularly review their own performance and undertake training to support them in their role as required
- Recognise, celebrate and where appropriate engage with, opportunities for joint working
- Review the effectiveness of the LGB/FGB and its governance processes through an annual Governor Action Plan process and, where appropriate, engage in preparation for Ofsted interview arrangements.

13. Delegated Duties

13.1 LGB carry out functions delegated to them in relation to their respective school on behalf of the Trust Board. In some areas LGB/FGB's will be asked to contribute to responsibilities through consultation or

by supporting specific activities. Full details are given in the published Scheme of Delegation. The Trust Board and the CEO hold legal accountability for activities and decisions relating to the operations of the trust.

- 13.2 It is expected that the LGB/FGB will always promptly implement any policies, advice or recommendations made by the Trust Board, the CEO or Directors of Education in respect of standards and performance, particularly where areas for improvement or weakness have been identified.
- 13.3 If the Trust Board is concerned that a LGB/FGB is not fulfilling its role effectively, it can withdraw some aspects of the LGBs/FGBs delegated authority. Examples of when this could occur include: -
- Insufficient or slow progress being made on standards
 - Failure of leadership, management or governance
 - Safeguarding or safety concerns
 - Breakdown of behaviour or discipline
 - Significant reduction in enrolments
 - Relationship issues between the school and community
- 13.4 In these circumstances, the Trust Board could put in place a number of measures such as:
- i. An Intervention Board the responsibility of which will be to address the areas of weakness
 - ii. Appointment of additional governors from another school to add capacity or specific strengths – this could involve the replacement of the Chair, addition of associate Local Governors or allocation of specialist external advisers.
 - iii. Reduced responsibilities in relation to Scheme of Delegation.

14 LGB/FGB Membership

- 14.1 Each LGB/FGB will comprise a minimum of six and a suggested maximum of eleven Local Governors, including:
- i) The Headteacher or the Head of School – where there is an Executive Headteacher he/she will assume this role with the Headteacher/Head of School taking an Associate position.
 - ii) Up to six Local Governors co-opted by the Local Governing Body
 - iii) **Two parents, grandparents or guardians** of a current pupil elected by parents/guardians and appointed by the Local Governing Body
 - iv) Two members of staff of the school, elected by staff
- 14.2 A role description for LGB/FGB governors is set out in Appendix 7. All governors are required to comply with the Code of Conduct detailed at Appendix 4.
- 14.3 The LGB/FGB should always ensure that potential governors understand the level of time commitment and full scope of the role before applying for any vacancies. The Chair/ Executive Headteacher/Head of School would normally make arrangements for a school visit and meet with prospective governors prior to a formal application. The LAT governance team will assist with the recruitment of governors on request.
- 14.4 The skills required for the role may include those gained from professional

backgrounds/employment or work within the community, together with enthusiasm and capacity/time and a commitment to learning about and supporting education.

- 14.5 Prospective governors will be asked to apply online using the MYNEWTERM portal. If there is not a live advertisement available, the link to apply will be provided by either the HR Team or LGB governance professional. **All prospective governors will be encouraged to visit the school and meet with the Chair / Headteacher in advance of making an application.** Having applied and being successful new governors will be taken through the onboarding process by the LAT HR Team. This will include gaining satisfactory references and completing an enhanced DBS check. Once all requirements have been completed, the new governor will be formally co-opted/elected to the board, this will be recorded in the minutes of the next scheduled meeting and the new governor may attend LGB/FGB meetings. Once the onboarding process, including required online training, is complete the governor will be encouraged to complete a number of online induction training sessions provided by NGA / Governor Hub and will be invited to join additional training / information sessions provided by LAT teams to support development of the role.
- 14.6 All governors are required to sign an annual safeguarding declaration and a DBS check will be undertaken as part of the onboarding process and regularly reviewed. If any governor is involved in any activity that may result in a change to the DBS record they are asked to notify the Chair of the LGB immediately. The governance professional will work with office managers to ensure DBS checks are regularly reviewed and accurate records maintained on the single central record and GIAS.

Parent Governors

- 14.7 Parent and carers of registered pupils at the school are eligible to stand for election by other parents or carers. There is no requirement for parent governors to stand down from the LGB/FGB if their child leaves the school during their term of office. At the end of their term of office, if they still have a child at the school, they can be re-nominated/elected or can apply to become a co-opted governor to serve a further term.
- 14.8 If an insufficient number of parents stand for any governor vacancies the LGB/FGB may appoint a current parent to the role without an election process. A person is not able to be a parent governor if, at the time of the election or appointment, they work more than 500 hours a year at the school (as any such individual would be classified as a staff governor).

Staff Governors

- 14.9 Staff in paid teaching and support roles are eligible to stand for election as a staff governor. The Executive Headteacher/Headteacher is a governor by virtue of their role in the school leadership team (ex-officio).
- 14.10 It is important that staff governors understand the nature of the role and that it is not appropriate to represent the interests of the staff or to stand alongside the Headteacher in being held to account by the governing body. Rather they should operate on equal terms to the rest of the LGB, providing strategic leadership and holding the Headteacher to account.

Co-opted Governors

- 14.11 Co-opted Governors are those appointed by the LGB/FGB or Trust Board and have relevant

knowledge, skills and experience and the capacity/time required to contribute to effective governance and success of the school. Co-opted governors will bring a range of specific knowledge and skills drawn from across a range of professional backgrounds e.g. leadership, education, HR, legal, project management, community involvement, and will work as part of the wider team in the best interests of all learners.

Associate Governors

- 14.12 The Trust Board/ CEO or LGB/FGB may consider appointing Associate Governors to strengthen its skills profile or provide temporary support for a specific area of responsibility. Associate Governors whilst not requiring the same level of time commitment of a local governor have an important role to discharge. They are appointed for one year term of office and can be reappointed for a further term or be considered for election to the governing body if appropriate. Associate Governors can be parents, staff or members of the community with specific areas of expertise. Associate Governors have full voting rights and can sit on appeal hearing panels.

15 Removal of Governors and Disqualification

- 15.1 A Local Governor can be removed from the LGB/FGB a) if they do not meet the requirements of the agreed code of conduct, b) do not obtain or maintain a satisfactory Disclosure and Barring Service (DBS) check or c) fail to attend meetings for a 6-month period without submitted apologies.
- 15.2 The Trust Board may remove a Local Governor if they have brought the school or Trust into disrepute by their actions in or outside of the school. This includes inappropriate use of social media.
- 15.3 In cases where confidentiality has been breached by a Local Governor, the LGB/FGB Chair will initially discuss the matter with the individual. Depending on the circumstances, the LGB/FGB may consider voting to remove the Local Governor concerned and/or refer the matter to the Trust Board. The trust Board should be made aware of such issues even where a vote is not held.
- 15.4 Governors are asked to sign the LAT governor code of conduct to ensure that there is a shared understanding of expected standards and behaviours. The code of conduct is reviewed annually.
- 15.5 If an issue concerns the LGB/FGB Chair, the Trust Board may delegate responsibility to the CEO to deal with the matter.

16 Local/Federated Governing Body Chair

- 16.1 A Chair will be elected by the Local Governing Body for a fixed term of office (usually 2 years with annual reappointment). A Chair could be removed from their position at any time by the Trust Board if there is any cause for concern or the individual becomes ineligible to continue in the role.
- 16.2 The Chair will be expected to:
- Model good local governance by supporting the values of the Trust.
 - Attend regular training activities and ensure that training opportunities are provided for LGB/FGB governors
 - Work with the Governance Professional to ensure effective administration of meetings.

- Develop an effective team and give support to new local governors including allocating mentors if appropriate.
- Meet fortnightly or as appropriate (in person or via Teams) with the Executive Headteacher, Headteacher or Head of School. The Chair should be mindful of wellbeing and alert the Director of Education if there are any concerns.
- Liaise with the CEO and Director of Education and maintain good communications with the LAT central team.
- Ensure that all Local Governors enjoy equality of opportunity to express their views and share the workload
- Attend meetings of the LAT LGB Chairs committee and represent the school in discussions.
- Oversee the work of the LGB/FGB Governance Professional and participate/contribute to their annual performance management.
- Ensure that any vacancies in the LGBs/FGBs membership are filled in a timely manner and that there is a succession plan in place
- Check and agree minutes with the Governance Professional in a timely manner. Governance Professionals will aim to produce minutes within 10 working days of a meeting.

16.3 The LGB/FGB should also appoint one (or two) Vice Chairs to share some of the responsibilities across a wider group of individuals. This also allows for succession planning, although it should not be assumed that the vice-chair will automatically be appointed as Chair in the future. It is useful for the Vice-Chair to be involved in regular meetings with the Chair and (Executive) Headteacher or Head of School.

16.4 In the absence of both the Chair and the Vice Chair(s), an LGB/FGB must appoint a temporary Chair for that meeting only. This should be a parent governor or co-opted governor, not a current or former member of staff to ensure that there are no conflicts of interest.

17. Clerking Arrangements

17.1 The Local Governing Body must appoint a Governance Professional to support the effective operation of the governance framework, who will be responsible for all administration arrangements and advise the LGB/FGB on procedural matters.

17.2 The Chair will be asked to contribute to the appraisal process for the governance professional including any probationary requirements associated with any staff that are new to post as appropriate.

17.3 The governance professional should engage with training and any CPD required for the role and attend meeting of the LAT governance professional network through-out the year. If certificated professional development is advised as part of the appraisal process please advise the Head of Governance who will explore funding options to support as required.

18. Meetings

18.1 The LGB/FGB meet up to six times a year for approximately two hours each time. Meetings should be scheduled appropriately to ensure that all members are able to attend.

18.2 Papers will be circulated at least seven days prior to the meeting. All governors are expected to prepare for meetings by reading papers and are encouraged to submit questions on the template provided by the governance professional in advance of the meeting to enable the leadership team

sufficient time to prepare suitable responses. This approach allows for follow up questions during meetings, giving further challenge. Papers will be distributed via GovernorHub where possible.

- 18.3 Meetings cannot proceed if they are inquorate, i.e. only 50% of the vote holding membership of the LGB/FGB is present. No decisions should be made if a meeting becomes inquorate due to the departure of governors before the meeting closes or there are insufficient governors at the beginning. It is therefore vital that you advise the Governance Professional in advance if you are unable to attend, so that alternative arrangements can be made (such as altering agendas and if appropriate, rescheduling meetings).
- 18.4 Meetings are usually held in person at the respective school. However, in consultation with the Governance Professional, the Chair may consider any requests to attend virtually/remotely, provided that suitable equipment is available and working effectively.
- 18.5 Each LGB/FGB chair will co-ordinate a programme of events during the year where governors can focus on specific areas of the governance improvement plan, undertake monitoring and evaluation visits and training, or join school activities, this could include completing Champion visits. The nature of this programme will vary across individual schools and should be designed to ensure that the majority of governors can attend. There will also be at least one Trust-wide LGB/FGB training event per year which will be organised by the LAT governance team.
- 18.6 Any decisions by the LGB/FGB will be made by a majority vote of eligible governors. Proposers and seconders are not required. Proxy voting is not permitted. In the case of a tied vote, the Chair shall have the casting vote. Any local governor may choose to abstain from a vote. The outcomes of any votes should be clearly recorded in the Minutes of that meeting.

19 Exclusions from Meetings

- 19.1 Staff or anyone paid to work at the school will be excluded from any part of the meeting when discussions about the performance or pay of an individual member of staff take place.
- 19.2 The Executive Head / Headteacher or Head of School will also leave the meeting if his/her performance or pay is discussed.
- 19.3 Governors should openly declare any actual or potential conflicts of interest, such as any relationship to a member of staff who is discussed at a meeting. Any such conflict should be noted in the minutes and recorded in the register of interests. A governor may be asked to leave the meeting where appropriate when a declaration has been made.

20. Additional Invitees at Meetings

- 20.1 In the absence of the (Executive) Headteacher or Head of School a nominated Deputy will take his/her place at LGB/FGB meetings.
- 20.2 The CEO/Director of Education has a standing invitation to attend all meetings and may choose to attend without notice. The CEO/Director of Education can participate in all discussions but does not have voting rights. The Head of Governance may attend LGB/FGB meetings by agreement with the Chair or on instruction from the CEO/Trust Board.

21. LGB/FGB Schedule of Business

The Trust Board has a schedule of business for each academic year, which includes regular areas of responsibility, any policies and procedures to be received/approved and standard agendas for meetings are provided. Agendas for LGB meetings are provided in this document, these agendas provide a level of consistency across the Trust but can be customised to make them more school-specific and better meet the schedule of activity within the school, the expectation is that all items listed on the standard agendas are included in any annual cycle as appropriate.

22. School Improvement/Development Plan

- 22.1 The main aim of a School Improvement or School Development Plan (SIP or SDP) is to set out a cycle of actions that should engender continuous self-review and improvement by the LGB/FGB.
- 22.2 The overall schedule is usually based on the appropriate Ofsted framework and identifies strengths and areas for improvement and form the basis for the evaluation of intended outcomes.
- 22.3 An effective SIP/SDP includes planning and monitoring of areas for improvement and focuses the LGB/FGB and school on the key priorities such as stakeholder engagement, well-being and raising standards of achievement.

23. Role of the Critical Friend

- 23.1 Local governors (and the Chair in particular) fulfil this role by offering support, acting as a sounding board for ideas, giving constructive guidance and advice and a second opinion on proposals.
- 23.2 The role also involves challenging performance by asking questions, seeking information/clarification from the school and also from nationally available sources of information and triangulating information to make the most appropriate decisions for the benefit of the pupils and whole school community.

24. Asking Questions

- 24.1 Both new and experienced governors need to ask questions to develop and enhance their own knowledge of the school and provide appropriate challenge to leadership and management. In fact, one of the most supportive roles the local governors perform is asking questions and often new governors bring a fresh perspective to the school's work.
- 24.2 It is helpful to ask the same question of several people to get different perspectives. However, the way in which questions are asked is important, to maintain positive working relationships. Governors should not be aggressive in their approach, but should be sensitive, phrasing the question in a way that is constructive especially if the question might imply criticism. NGA offer a specific training course to support governors in this area.
- 24.3 Parent governors must avoid focussing the majority of their questions on individuals or groups related to their own children. It is important to act independently and avoid any actual or perceived conflicts of interest.
- 24.4 Sometimes further consideration needs to be given to a particular question before supplying answers and this will be recorded in the minutes. Governors should be mindful that the Headteacher might need to complete research or review, take advice or review data in order to prepare a response and

therefore it is good practice to submit that type of question to the Headteacher in advance of the meeting.

25. Meeting Papers

- 25.1 Over their term of office governors may accumulate a significant amount of paperwork in your role as a Local Governor, much of which is confidential and should not be shared outside the LGB/FGB.
- 25.2 In line with GDPR regulations and IRMS at the end of a governor's term of office all papers should be returned to the governance professional who can arrange for secure disposal, a paperwork review may also be appropriate on a regular basis for serving governors.
- 25.3 The LGB/FGB Governance Professional maintains a master record of the relevant paperwork and is able to access historic files for a period of up to seven years.
- 25.4 Any electronic records should be deleted from personal IT equipment, cloud-based media and mobile phones as soon as possible. Any accounts that have been opened to support your governor role will be closed on completion of term or on resignation.
- 25.5 The Trust will provide a secure area or mechanism to store documents pertaining to LGB/FGB meetings. Governors should avoid downloading any documents to personal devices, and where this is necessary, these copies should be deleted as soon as they are no longer required.

26. Conflicts of interest

- 26.1 Governors must make a formal declaration if they have an actual or perceived conflict of interest. Each year the LGB/FGB clerk will request completion of a register of business interests details form from each governor to inform the school level register. There is also an opportunity to declare any changes to business interests at the start of each meeting.
- 26.2 Any governor with a conflict of interest related to an agenda item should declare it and will be asked to either withdraw from the meeting or not vote on a particular item.
- 26.3 A declaration should also be made where a formal hearing is required and the conflict or perceived conflict could impact on a governor's ability to act impartially, for example, if they lived next to a complainant or were close friends.
- 26.4 Members of staff are not regarded as having a conflict simply because of their employment status. Providing the interest of a member of staff is no greater than those of other persons at the school they do not have to withdraw from meetings. Staff members are asked to withdraw when discussions take place relating to individuals who are graded higher in the organisation.

27. Work and Being a Governor

Many employers regard their staff's voluntary role as a governor as advantageous, bringing additional skills and perspective to their job and the organisation. Employers are expected to give employees 'reasonable' time off to cover duties such as a local governor but there is no set definition and there is no legal requirement for the time off to support your governor role to be paid. Please check with your employer to establish their approach to your volunteering activity. If written confirmation of your role as a local governor is required by your employer please contact a member of the LAT Governance Team.

28. Visiting the school

- 28.1 Local Governors are positively encouraged to visit the school to experience the classroom environment and how it works in practice. It enables them to see for themselves the variation in learning environments, what it is really like to be in a class of learners and the impact of teaching, learning and support.
- 28.2 One of the most important roles of an LGB/FGB is to independently test the information contained within reports that it receives through the triangulation of evidence. School visits/learning walks are one way of undertaking this role, enabling governors to assess whether they experience the same school that is described in reports from the headteacher, whether this matches the self-evaluation of the school and if there is evidence of the strategies talked about in meetings. Full training will be given to assist with this element of the governor role.
- 28.3 Governors can also use external reports and publicly available data to further moderate the impact of the school's work on teaching and learning. This detailed knowledge of the school will help inform the strategic plan for the school's development.
- 28.4 Governors should be clear that it is not their role to assess the quality of teaching and learning. Their responsibility is to become better informed and to improve their own knowledge. It is important that staff understand the purpose of any governor visits which should include talking to staff and listening to their views about what is being delivered.
- 28.5 Governors can watch the children to see if they are engaged, or possibly talk with them about their learning and progress. Any questions for the children should help governors to measure whether they are happy, engaged and motivated.
- 28.6 During a visit, governors should spend time seeing various elements of school life including but not limited to delivery of lessons in classrooms. Local governors are tasked with talking to staff and the children without disturbing the lesson.
- 28.7 Governors should record the main points from each visit on the standard template visit note and copy this to the Headteacher, who will decide whether a governor visit report should be shared with the relevant member(s) of staff.
- 28.8 Local governors should remember that they hold the senior leaders to account and that senior leaders hold their own staff to account. The role of a LGB/FGB governor in staffing matters relates to discussing the structure and to receive reports on HR issues from senior leaders. Local governors may also be asked to adjudicate on any appeals. The LGB/FGB is not intended to replace any staff-employer relationship, processes or policy.

29. Visit Reports/Note (see Appendix 1)

- 29.1 Governors are asked to record their observations from each school visit, this is a critical part of evidencing the work of the LGB/FGB. It might be helpful for governors to advise staff at the outset that they will be taking notes during the visit and state the purpose of those notes.

- 29.2 The visit note should be a report of what was seen in the school/classroom. Governors are not there to judge the quality of delivery but to experience it first hand and to use this information when measuring the impact of interventions, policies or decisions. The record should reflect what was seen and what the governor experienced, rather than making judgements about the methodology or quality of teaching. Any questions about the visit or concerns noted should be discussed with the Headteacher.

30. Types of Visits

- 30.1 General - looking at aspects of the school, attending a celebration event or a sports day.
- 30.2 Champion Governor Visits – includes visiting particular areas of provision such as Safeguarding (including attendance), Early Years, Special Educational Needs, English, Maths and Pupil Premium. These are visits are carried out at least twice per year and enable Champion governors to build a relationship with the member of staff with responsibility for this area. Champion meetings could form part of the standard governor sessions mentioned at 18.5

31. Visit Arrangements

- 31.1 Any visit and its focus should be agreed in advance with the Headteacher and or subject /pastoral area lead.
- 31.2 On the day of the visit governors should arrive on time and follow agreed signing in procedures.
- 31.3 Informal notes can be taken if it will help to prepare any feedback for other governors.
- 31.4 When visiting classrooms governors should always be supportive to teaching staff and pupils. It may not be possible to have lengthy discussions with teachers during the visit.
- 31.5 After the visit governors should ensure that they thank staff and children.

32. Key Aspects to View

- 32.1 Some prompts as to what to look for during a school visit are set out below, new governors will be invited to join training and information sessions that will explore specific elements of school visits in more detail:

External appearance

Are the school grounds tidy, attractive and well maintained?

What is the general state of external decoration?

Is the school entrance welcoming?

Are there adequate signs directing you to the reception?

The school in general

Is there a culture in safeguarding? Are safeguarding information signs visible?

Is the reception area well maintained?

Is there an appropriate visitor signing-in procedure?

Are there lots of examples of children's work displayed?

What is the overall atmosphere in school?
 What sort of a general welcome did you receive?
 What is the general state of the internal decoration?
 Are there any obvious examples of community links?
 What is the general standard of pupil dress and behaviour in school?
 How effective are communications, within and outside of school, with parents, governors, community and interest groups?
 How is success and behaviour measured, rewarded and celebrated in school?

The classroom

Are the pupils busy and active within the classroom?
 Are the pupils interested/engaged in their learning?
 How is the classroom resourced?
 Are there any areas where resources could be improved? If so, how?
 Were you welcomed into the classroom?
 Is plenty of the pupils' work displayed?
 What is the standard of the displayed work?
 What is communication like in the classroom?

- 32.2 If governors have concerns during the visit these should be discussed with the Headteacher. If the response received is unsatisfactory the next step should be to contact the Chair of Governors.
- 32.3 Governors may observe children's work, behaviour or health or children may innocently tell governors about their home life. This must remain confidential, but any issues raised should be discussed with the Headteacher/ DSL before leaving the school.
- 32.4 Governance relies on mutual respect and trust. Local governors are a part of a team building the reputation of the school and should be mindful of their responsibility to maintain confidentiality of information.

33. Training Requirements – see appendix 13 for 2025/26 schedule

- 33.1 Governors are expected to stay abreast of all national governance expectations enabling them to fulfil their role effectively. The Trust will ensure that they can access a range of training through both online portals and locally provided virtual/in person training where this is relevant. All governors will have access to the National Governance Association (NGA) and GovernorHub to support their training requirements.
- 33.2 Mandatory training – the Trust expects all governors to complete the following core training as part of their induction and then as indicated below. The majority of courses are available online at NGA/GovernorHub.

Subject	Induction	Annual	Other
Safeguarding	√	√	
Prevent	√		Bi-annual
Equality, Diversity & Inclusion	√		As required
GDPR and Data Protection	√	√	
Teaching and Learning	√		Bi-annual

- 33.3 Champion Governors who have key areas of responsibility, for example, Pupil Premium, Safeguarding (including attendance) or SEND are expected to access training/information/advice linked to this area of responsibility. Any statutory guidance will be detailed by DfE. LAT Local network meetings will take place regularly during the year and will supplement training/information/guidance offered by NGA/ GovernorHub.

Subject	LAT Network meetings	Supporting information available NGA / GovernorHub
Pupil Premium	√ x 3	Yes
Safeguarding and attendance	√ x 3	Yes
SEND	√ x 3	Yes
Early Years	√ x 2	Yes

- 33.4 LAT will also offer a range of optional development sessions that will provide insights into specific areas of education practice and are offered to support individuals undertaking a governor role.
- 33.5 In addition to the above, there will be a number of governors who will be asked to complete Safer Recruitment training, this will enable governors to support recruitment activities in the school as required. Individual governors will be advised if this training is recommended.
- 33.6 A record of all training activity should be maintained for each governor. Once training has been completed, please advise your governance professional who will maintain the training records alternatively you could update your governors training record on GovernorHub.

Champion Governors

- 34.1 Local governors are responsible for driving school improvement and for holding the Headteacher to account for the school's performance to enable pupils to reach the highest possible levels of attainment and progress.
- 34.2 The purpose of a Champion governor is to take a lead monitoring role on a specific strategic area for development.
- 34.3 Champion governors for a particular area, such as Safeguarding (including attendance) will meet as a group on a regular basis across the Trust to discuss specific areas of practice and review the consistency of approach within schools, these sessions are facilitated by the appropriate Director of Education or member of the school improvement team.

35. Role Description

Role descriptions for key Champion governors are set out in Appendix 10, 11 and 12

36. Monitoring and Reporting Schedule

- 36.1 Local Champion governors should meet with the relevant teacher or staff member at least twice a year, or more frequently where specified in an improvement plan. Champion governors are expected to report back to the responsible body as appropriate during the academic year.

- 36.2 All reports for these meetings should be prepared using the template on Appendix 1. This should detail the engagement activities undertaken since the previous report.
- 36.3 Reports must be shared with the (Executive) Headteacher or Head of School before being discussed with staff or being presented to any governors/Trust meeting. The Local Champion Safeguarding Governor is also required to forward their reports to the Trust Safeguarding Lead.
- 36.4 Champion governors should contact the relevant teacher or staff member to arrange a convenient time for the visit, ideally giving them at least one week's notice. It may be possible for these visits to be held via Teams by agreement.
- 36.5 Sharing good practice between LGBs/FGBs is encouraged for Champion governors. The Trust will facilitate network meetings and circulate details at the beginning of the academic year.

A list of possible questions for each Champion governor area is set out below:

37. Maths and English Champion

- How good was achievement (attainment and levels of progress) across KS1 and KS2?
- What are the key achievements of the previous year, for the children and staff?
- Are the results for reading/writing similar?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- What strengths and weaknesses have been identified?
- Is there a disparity between the outcomes for different groups? (PP, SEND, girls vs boys)
- What are teaching standards like in your subject?
- What literacy/maths strategies are the school using to meet the needs of all learners?
- Have there been any changes to staffing?
- What are the key priorities for the forthcoming year?
- How aspirational vs realistic are these?
- What resources/training are required for this year? What is the expected impact of these?
- Are all relevant policies up to date and relevant?
- What were the key achievements over the last two terms?
- How are things progressing towards the identified success criteria / targets?
- What CPD is available for staff this term?
- What is ongoing evaluation revealing?
- What is the expected impact of these?
- How is ICT used in teaching this subject?
- Does the co-ordinator have sufficient time to monitor and support other teachers?
- How prepared is the team for SATs?
- How did SATs week go?
- What strengths and weaknesses have been identified?
- Are we on track to achieve our targets?
- What support have we provided for parents to support their children's learning?
- What changes are being discussed for next year?
- How is best practice shared?
- Is the school receiving any external advice/support for subject delivery?

38. Safeguarding (including attendance) Champion

- Who are the key staff?
- Who provides cover whenever the designated person is unavailable?
- Have all staff members (including the designated teacher) received training at the appropriate level?
- When do the safeguarding policies and procedures come up for review? Are they robust and consistent with best practice guidance?
- Are all staff aware of relevant policies in place and familiar with referral processes?
- How does the school's practice meet the requirements of the local procedures and statutory guidance?
- What information on safeguarding policies and procedures do supply staff receive?
- Does safeguarding training include teaching assistants and mealtime assistants?
- How are staff aware of the Whistleblowing policy and its contents?
- What resources/training are required for this year?
- Do all staff receive induction training on child protection appropriate to their role and responsibilities?
- Who maintains up to date records of training?
- What measures do we take to help parents to understand the safeguarding agenda?
- How do we help parents keep children safe online at home and at school?
- How do we know our children feel safe?
- When did the designated staff member last attend safeguarding training?
- Who is the designated teacher to promote the educational achievement of looked after children (LAC)?
- Does the designated safeguarding lead, through the teacher for looked after children have the details of the child's social worker, and the name of the virtual school head in the authority that looks after the child?
- Is the designated safeguarding lead aware of the guidance that is available in respect of female genital mutilation (FGM)?
- Are all the staff aware of the reporting requirements with regards to known cases of female genital mutilation?
- How often are staff trained on how to identify children who may need extra help or who are suffering, or are likely to suffer, significant harm?
- How does school train staff on recognising child on child abuse?
- How vigilant are staff in monitoring children who go missing, particularly on repeat occasions and alert to the possibility that this may be linked to abuse and neglect, including child sexual exploitation (CSE)?
- Have all the staff had Prevent training?
- Is the number of children on the child protection register increasing?
- How much time does dealing with Case Reviews and other agencies consume?
- How does school ensure it meets all health and safety legislation?
- How does school control and administer medicines?

Attendance specific questions

- Do all pupils feel welcome and supported at school?
- Is our school improvement plan clear about what we are doing to improve school attendance?
- Are parents and carers aware of the school attendance policy? Do they understand what is expected of parents and pupils?
- How are staff supported to consistently communicate the importance of attendance to parents and pupils?

- Do we regularly evaluate the effectiveness of attendance policies and guidance, adapting plans where needed? Do we consider pupils' and parents' views in this?
- How does our absence data compare to local and national averages (including for pupils eligible for free school meals and pupils with SEND)?
- How do our reasons for absence (illness; holidays; unauthorised (other); lateness; exclusions;) compare to local and national averages?
- Which groups of pupils should we particularly concerned about and what can we do to improve their attendance?
- What patterns or trends are emerging from comparing weekly, half termly, termly and annual absence data?
- How does absence impact attainment?
- What plans are in place with the local authority to support severe absentees (missing >50%) and persistent absentees (missing >10%) who require a multi-agency response? What impact are these plans having?
- Do staff receive appropriate training to support good attendance?
- Do staff with a specific attendance responsibility receive regular training to support their role in improving attendance?
- Do they have enough dedicated time to carry out their role?
- Do we learn about attendance improvement from other schools, particularly those with similar challenges?
- Are we committing the right resource to tackling absence, particularly persistent absence?

39. SEND Champion

- Does the SEND policy reflect current best practice?
- How are SEND needs identified and met?
- What strategies were successful last year? Are they embedded? Will they continue?
- What strategies didn't work as well? Why? Will they be revised?
- How are things progressing towards the identified success criteria / targets?
- Are all relevant policies up to date and relevant?
- How do policies such as the Behaviour policy and Attendance policy relate to SEND? Do they discriminate against SEND pupils?
- What is the achievement of SEND pupils compared to similar schools nationally?
- What improvements have you seen? For example, how have attainment or progress rates improved in this group?
- What is the range of provision in place? Is it leading to improved outcomes for identified pupils?
- Is the Accessibility Plan up to date? Are there any actions / decision that need to take place before the next review? When/who by? When is it next due to be reviewed? Who by?
- How does the attendance of pupils with SEND compare with the attendance of the pupils as a whole? If significantly lower, why is this?
- How does the number of pupils with SEND excluded compare with that of all pupils excluded?
- How does the school support the transition of SEND pupils between year groups and schools?
- Who is the SENCO? Is he/she appropriately experienced, qualified and supported?
- Is the SENCO on the senior leadership team?
- What SEND training is undertaken and planned for all staff?
- How are TAs deployed to support children with SEND?
- What external services from outside agencies does the school draw upon?
- What resources/training are required for this year? What is the expected impact of these?
- What is the SEND budget and how it is being spent? Can value for money be demonstrated?

- How confident are you that money for pupils with SEND is being used efficiently and effectively compared to other pupils?
- Are you happy with the amount of access you have to SEND Specialists such as LA SEND Officers, specialist services, health therapists, etc?
- How does the school communicate with and involve parents in giving and getting support for their child?
- How are parents involved in reviews of individual education plans or EHC Plans?
- What is the attendance rate of parents at annual reviews of statements / EHC Plans?
- How does the school develop self-advocacy skills for pupils with SEND?
- Is information for parents available in accessible formats?

40. Early Years Champion

- How many children have joined us this year? Is this an increase or decrease? (nursery & YR)
- What does induction look like when joining nursery / nursery to YR?
- What are the context and any entry levels of the children joining us in nursery / YR this year?
- What is the breakdown of different groups? (PP, SEND, girls vs boys, EAL)
- What sort of support do we offer parents during times of transition and during a child's time in Early Years?
- How have children settled in at the start of the academic year?
- How many staff are in nursery / YR? What are your staffing ratios and what experience do staff offer?
- How, as a team, are key information and messages communicated?
- What training have practitioners accessed to ensure that they know and understand how to deliver Early Years effectively?
- What is the budget for Early Years? How has this been spent and how does it improve the learning environment / outcomes for children?
- Are any additional resources or specific training required for this academic year?
- What challenges have arisen in the Autumn term?
- How do you ensure that the children in Early Years enjoy an active approach to learning with opportunities to play, explore and be creative?
- How are observations and reflections built into the review cycle?
- How well did children achieve in Early Years last year?
- What are the key priorities for the forthcoming year?
- What are you most proud of over recent terms?
- How is progress in Early Years tracked? How does this data influence your practice?
- How often does assessment take place? How do you know assessments are accurate? What moderation activities are you involved in?
- Have priorities changed since the beginning of the year? Are changes reflected in the SIP?
- What successes have been achieved recently?
- What is ongoing self-evaluation revealing?
- How are those children with SEND identified early, and what support do we give to parents of children with SEND in Early Years?
- How is the early years curriculum designed and how does the learning environment enable you to deliver EYFS effectively?
- What are the children's exit levels predicted to be in Early Years at the end of the year?
- What is the trend of EYFSP results over time?
- Tell me about phonics teaching.

- Are there any areas which need to be focused on? Are these cohort specific or school specific? How are these areas being addressed?
- What strategies have proven successful? Are they embedded? Will they continue to be implemented next year?
- What strategies haven't worked as well? Why? Will they be revised?
- Is there a disparity between the outcomes for different groups? (PP, SEN, girls vs boys, EAL)
- How is the transition to Key Stage 1 managed?

41. Pupil Premium Champion

- How many and what percentage of pupils across all year groups qualify as Pupil Premium children?
- How does Pupil Premium benefit non-Pupil Premium children?
- What is the percentage split between Free School Meals/ Looked After Children and children? How many pupils qualify for Service Premium?
- How much funding does the school receive in each category?
- Have all staff received the training they need to support disadvantaged children effectively?
- What intervention is implemented to support Pupil Premium pupils? How effective is this at 'narrowing the gap'?
- Is the school using its best teaching and support staff with Pupil Premium eligible pupils?
- How is the school evaluating the effectiveness of its Pupil Premium strategy?
- Is the school checking the impact it is making with the Pupil Premium funding against impact in successful schools in the country?
- What is the school's ambition for the attainment and progress of Pupil Premium pupils and is that in line with the national average?
- What are the barriers to learning that staff members have identified for Pupil Premium pupils?
- What specific outcomes does the school aim to achieve with Pupil Premium funding in relation to raising attainment, accelerating progress, improving attendance, reducing gaps and increasing opportunities?
- Because high expectations of pupils are so important, what is the school doing to raise expectations for what Pupil Premium pupils can achieve among the children themselves, their parents and the school staff?
- What evidence has the school used to learn about the most effective strategies in the context in which it works?
- Looked-after children (i.e. children in care) need particular support with the PPG. What interventions are making a positive difference for them?
- On the school website, how good is the account of the Pupil Premium spend and impact?
- Is the school using Pupil Premium to improve the engagement of parents with the educational progress of their children, if so how and is it effective?
- How does the school promote awareness of eligibility among the parents so that all eligible pupils claim and are supported?

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Overall evaluation
Safeguarding observations (please tick all that apply)

All staff observed were wearing ID badges	
The school safeguarding commitment was visible	
External doors, where seen, were secure	
Signage indicated who children should speak to re safeguarding concerns	
Visitors were wearing badges	
Mobile phone signage was clear	
Do you have any other safeguarding observations?	

Appendix 2

XXX PRIMARY SCHOOL
LGB Agenda/Minutes Term 1
Held at XXX Primary School
Held on: XXX September/October 2025 and XXX start time XXX

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors Present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of Interest including annual update reminder	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting, DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, Monitoring and Evaluation				
7)	Safeguarding Update Minute required: confirmation that that annual declaration including confirmation that KCSIE Part 1 has been read and appropriate safeguarding training has been undertaken by staff and governors	Head/Safeguarding Champion/ Governance Professional	Verbal	
8)	Subject Lead / Champion governor update Agree timetable for subject lead / area champion reports to be presented to LGB (two reports needed per year) GP ACTION: Share programme of LAT network and training sessions for academic year	Chair / Governance Professional	See LGB Handbook	
School Improvement, Teaching and Learning				
9)	Leadership report	Head	Doc	
10)	Our context and community	Head / Chair	Verbal	
11)	SIP Share document for discussion and approval	Head	Doc	
12)	Statutory data and NFER data overview to include phonics for 2025	Head	Doc	
13)	Annual SEND report	SENCo	Doc	
14)	PP and Sports premium expenditure Impact report for 2024/2025	Head	Doc	
15)	ECT and apprentice recruitment, registration and support	Head	Verbal or Doc	
16)	<i>School specific</i>	<i>Head</i>	<i>Verbal or Doc</i>	
Staff and Learning Environment				

17)	Staffing Overview and update Terms 1, 3 and 5 and by exception Including appraisal, attendance, induction of new staff, staff and community well-being and any issues noted.	Head	Verbal	
Governance and School Development				
18)	LGB Action Plan update AGREE: 2025/26 Update and monitoring timetable (needs to align with SIP) Review LGB Skills audit	Chair/Governance Professional	Doc	
19)	Local issues, successes, barriers and areas for development or concern	Head	Verbal	
20)	Other local governor activity (if not covered in item 8)	Governance Professional	Verbal	
21)	Items to raise to the LGB Chairs Committee / Trust Board	All	Verbal	
22)	Governance Professional update	Governance Professional	Verbal	
23)	Governor CPD and Champion updates including NGA / GovernorHub Reminder: Update training records and confirm minimum expectation	Chair / Governance Professional	Verbal	
24)	DBS checks Reminder: Are these up to date for each governor?	Governance Professional/Head (DSL)	Verbal	
25)	GIAS check Is this up to date for each governor? Have any details changed?	Governance Professional	Verbal	
Policies				
26)	Draft School Admissions Policy – pre consultation checks			
What difference have we made by our discussion and decision making at this meeting for the young people in our school?				
27)		All	Verbal	

The meeting closed at:

Signed _____

XXX PRIMARY SCHOOL
LGB Agenda/Minutes Term 2
Held at XXX Primary School
Held on: XXX November/December 2025 at XXX start time XXX

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of interest	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting: DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, monitoring and evaluation				
7)	Safeguarding update, to include: SCR check by HT and safeguarding governor Data protection by exception: Update and incident reporting Complaints by exception: reports, actions and recommendations Wellbeing update: staff and pupils	Head	Verbal	
8)	Champion governor updates as per agreed reporting schedule Reports needed by: (insert reports needed)	Governors	Doc	
School Improvement, Teaching and Learning				
9)	Leadership report	Head	Verbal	
10)	Heads Safeguarding report to include update on exclusions and suspensions	Head	Doc	
11)	SEF Share document for discussion and review	Head	Doc	
12)	Stakeholder voice – Review and planning – Pupil survey / pupil voice	Head	Doc	
13)	<i>Report on planned use for Pupil Premium & Sports Premium if not covered in Term 1</i>	Head	Doc	
14)	<i>School Specific</i>	Head	Verbal or Doc	
Finance, Staff and Learning Environment				
15)	Finance update Most recent report from LAT Finance	Head / Chair	Doc	
16)	Estates update inc Risk Assessments Terms 2, 4 and 6 and by exception Are all in place including regular checks and updated where necessary. Include H&S update and any accident reporting	Head	Verbal	
17)	Staffing update <i>by exception</i> To include staff appraisals, attendance, well-being, changes	Head	Verbal	
18)	Staffing: Update on UPS applications and recommendations (Part 2)	Head	Verbal	
Governance and School Development				
19)	LGB Action Plan update (Action - As per agreed timetable)	Chair/ Governance Professional	Doc	
20)	Community update - Local issues, successes, barriers and areas for development or concern	Head	Verbal	

21)	Other local governor activity (if not covered in item 8)	Governance Professional	Verbal	
22)	Items to raise to the Trust Board / LGB Chairs Committee	All	Verbal	
23)	Governance Professional update To include: Trust Board communications and updates	Chair / Governance Professional	Verbal	
24)	Governor training records Reminder: Update training record in GovernorHub	Governance Professional	Verbal	
Policies				
25)	Admissions policy – for public consultation	Head	Doc	
What difference have we made by our discussion and decision making at this meeting for the young people in our school?				
26)		All	Verbal	
Next Meeting: Date to be added				

The meeting closed at:

Signed _____

Dated _____

xxxxx PRIMARY SCHOOL
LGB Agenda/Minutes Term 3
Held at XXXXXXXX Primary School
Held on January/February 2026 at xxxx pm

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of interest	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting: DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, monitoring and evaluation				
7)	Safeguarding update, to include: SCR check by HT and safeguarding governor Data protection by exception: Update and incident reporting Complaints by exception: reports, actions and recommendations Wellbeing update: staff and pupils	Head	Verbal	
8)	Champion governor updates as per agreed reporting schedule Reports needed by: (insert reports needed)	Governors	Doc/s	
9)	Review of school website	Head / Chair	Verbal	
School Improvement, Teaching and learning				
10)	Leadership report to include Assessment 1 NFER data overview and phonics data to include data predictions for Summer 2026	Head	Doc	
11)	Review progress of SIP	Head	Doc	
12)	Report on impact of Pupil Premium and sports premium	Head / PP Lead	Doc	
13)	Report on Looked After Children and Previously Looked After Children	Designated LAC lead	Doc	
14)	Review collective worship arrangements	Head	Doc	
15)	Review the school emergency plan	Head	Doc	
16)	Barriers to progress	Head	Verbal	
17)	In year - Admissions arrangements including consideration of parent/carer requests	Head	Verbal	
18)	<i>School specific</i>	<i>Head</i>	<i>Verbal or doc</i>	
Staff and Learning Environment				
19)	Staffing update To include staff appraisals, attendance and well-being ECT recruitment, registration and support Wellbeing staff and pupils	Head	Verbal	
Governance and School Development				

20)	LGB Action Plan update As per agreed timetable	Chair/ Governance Professional	Doc	
21)	Community update - Local issues, successes, barriers and areas for development or concern	Head	Verbal	
22)	Other local governor activity (if not covered in item 8)	Governance Professional	Verbal	
23)	Items to raise to the Trust Board / LGB Chairs Committee	All	Verbal	
24)	Governance Professional update To include Trust Board update	Governance Professional	Verbal	
25)	Governor training Reminder only: Update GovernorHub as appropriate	Governance Professional	Verbal	
Policies				
26)				
What difference have we made by our discussion and decision making at this meeting for the young people in our school?				
27)		All	Verbal	
Next Meeting: Date to be added				

The meeting closed at:

Signed _____

Dated _____

XXX PRIMARY SCHOOL
LGB Agenda/Minutes Term 4
Held at XXX Primary School
Held on XXX March 2026 and XXXX start time

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors Present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of Interest	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting, DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, monitoring and Evaluation				
7)	Safeguarding update, to include: SCR check by HT and safeguarding governor Data protection by exception: Update and incident reporting Complaints by exception: reports, actions and recommendations Wellbeing update: staff and pupils	Head	Verbal	
8)	Champion governor updates as per agreed reporting schedule Reports needed by: (insert reports needed)	Governors	Doc/s	
School Improvement, Teaching and Learning				
9)	Performance Management Update	Head	Verbal	
10)	Leadership report	Head	Verbal	
11)	Heads safeguarding report, to include report on exclusions and suspensions	Head	Doc	
12)	Review and update SEF	Head	Doc	
13)	Review Ofsted Parent View and plan follow-up to parent survey	Head	Doc	
14)	<i>School specific</i>	<i>Head</i>	<i>Verbal or doc</i>	
Finance, Staff and Learning environment				
15)	Finance update Spring term update following most recent school budget meeting	Head / Chair	Doc	
16)	Estates update : To include: Risk Assessment update Regular checks and updated where necessary H&S update and any accident reporting	Head	Verbal	
17)	Staffing update including review staffing structure for following year (if possible)	Head	Verbal	
Governance and School Development				

18)	LGB Action Plan update Action as per agreed timetable	Chair/Governance Professional	Doc	
19)	Community update: Local issues, successes, barriers and areas for development or concern	Head	Verbal	
20)	Othe local governor activity (if not covered in item 8)	Governance Professional	Verbal	
21)	Items to raise to the Trust Board / LGB Chairs board	All	Verbal	
22)	Governance Professional update To include Trust Board update	Governance Professional	Verbal	
23)	Governor training via NGA / GovernorHub Reminder only – LAT Governance event 23 rd April 2026	Governance Professional	Verbal	
Policies				
24)				
What difference have we made by our discussion and decision making at this meeting for the young people in our school?				
25)		All	Verbal	
Next Meeting: Date to be added				

The Meeting closed at:

Signed _____

Dated _____

XXX PRIMARY SCHOOL
LGB Agenda/Minutes Term 5
Held at XXX Primary School
XXX April/May 2026 at XXXpm

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of interest	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting, DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, monitoring and evaluation				
7)	Safeguarding update, to include: SCR check by HT and safeguarding governor Data protection by exception: Update and incident reporting Complaints by exception: reports, actions and recommendations Wellbeing update: staff and pupils	Head	Verbal	
8)	Statutory arrangements for monitoring external assessment activities	Head	Verbal	
9)	Subject lead governor update Reports needed by: (insert reports needed)	Governors	Doc/s	
School Improvement, Teaching and Learning				
10)	Leadership report to include Assessment 2 NFER data overview and phonics data to include data predictions for Summer 2026	Head	Doc	
11)	Review progress of SIP	Head	Doc	
12)	Report on pupil progress and impact of pupil premium	Head	Doc	
13)	Review of staff CPD and outline plans for 2026/27	Head	Verbal	
14)	<i>School specific</i>	<i>Head</i>	<i>Verbal or doc</i>	
Finance				
15)	Budget setting/Securing a balanced budget for 2025/26- update	Head	Verbal	
Staff and Learning environment				
16)	Estates update: To include: Risk Assessment update -Regular checks / monitoring and updated where necessary H&S update and any accident reporting	Head	Verbal	Term 5
17)	Staffing update by exception To include wellbeing, recruitment, training engagement and absences. ECT registration, support and monitoring	Head	Verbal	

Governance Development				
18)	LGB Action Plan update Discuss and revise if necessary	Chair/Governance Professional	Doc	
19)	Community update - Local issues, successes, barriers and areas for development or concern	Head	Verbal	
20)	Other local governor activity (if not covered in item 9)	Governance Professional	Verbal	
21)	Items to raise to the Trust Board / LGB Chairs board	All	Verbal	
22)	Governance Professional update To include Trust Board update	Governance Professional	Verbal	
23)	Governor training via NGA Annotate training undertaken since the last meeting Reminder to update GovernorHub training record	Governance Professional	Verbal	
Conclusion				
24)	What difference have we made by our discussion and decision making at this meeting for the young people in our school?	All	Verbal	
Next Meeting: Date to be added				

The Meeting closed at:

Signed _____

Dated _____

XXX PRIMARY SCHOOL
LGB Agenda/Minutes Term 6
Held at XXX Primary School
XXX June/July 2026 at XXXXpm

	Question/Challenge		Action/Decision
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Item	Subject	Who	Report Verbal Doc	Action
Procedural				
1)	Governors present: Governance Professional:	Governance Professional	Verbal	
2)	Apologies and authorisation of absence	Governance Professional	Verbal	
3)	Declarations of interest	Governance Professional	Verbal	
4)	Approval of Minutes of LGB meeting: DATE TO BE ADDED	Chair	Doc	
5)	Actions and matters arising from the LGB meeting: DATE TO BE ADDED	Chair	Doc	
6)	Chair's and Head's urgent business and correspondence	Head/Chair	Verbal	
Governance, monitoring and evaluation				
7)	Safeguarding update, to include: SCR check by HT and safeguarding governor Data protection by exception: Update and incident reporting Complaints by exception: reports, actions and recommendations Wellbeing update: staff and pupils	Head	Verbal	
8)	Subject lead governor update Reports needed by: (insert reports needed)	Governors	Doc/s	
School improvement, Teaching and Learning				
9)	Interim report on end of year statutory data (depending on date of meeting)	Head	Doc	
10)	Leadership report	Head	Verbal	
11)	Heads safeguarding report to include report on exclusions and suspensions	Head	Doc	
12)	Review LAT staff survey and confirm follow up activities	Head	Doc	
13)	Final review of School Improvement Plan (Self Evaluation update)	Head	Doc	
14)	<i>School specific</i>	<i>Head</i>	<i>Verbal or doc</i>	
Finance, Staff and Learning environment				
15)	Finance update Summer term update following school budget meeting	Head / Chair	Doc	
16)	Estates update: Summer works schedule H&S update and any accident reporting	Head	Verbal	
17)	Staffing update To include wellbeing, recruitment and absences Minute to include assurance that staffing structure is in place for 2026/27	Head	Verbal	

Governance Development				
18)	LGB Action Plan update Discuss and revise if necessary	Chair/Governance Professional	Doc	
19)	Community update - local issues, successes, barriers and areas for development or concern	Head	Verbal	
20)	Other local governor activity (if not covered in item 8)	Governance Professional	Verbal	
21)	Items to raise with the Trust Board / LGB Chairs Committee	All	Verbal	
22)	Governance Professional update To include Trust Board update	Governance Professional	Verbal	
23)	Governor training Annotate training undertaken since the last meeting	Governance Professional	Verbal	
24)	Election of Chair and Vice Chair	Governance Professional	Verbal	
25)	Appoint Champion governors with specific responsibilities for the year ahead inc Safeguarding, SEND and PP	Governance Professional	Verbal	
26)	Review committee availability for staffing, exclusions and complaints activity. ACTION: Signpost training as appropriate	Governance Professional	Verbal	
Conclusion				
27)	What difference have we made by our discussion and decision making at this meeting for the young people in our school and impact of local governance throughout the academic year?	All	Verbal	
Next Meeting: Date to be added				

The Meeting closed at:

Signed _____

Dated _____

Ofsted Inspection

Earlier in the year Ofsted consulted on proposed changes to the way it inspects schools and other education providers. Following feedback from parents and the sector. Ofsted's reforms will take effect on 10 November 2025. Routine inspections will be introduced on or after 1 December following on initial focus on volunteer schools.

NGA have provided a really useful briefing note that explains the changes and the new approach to inspections in schools.

Click this link for a copy of the full briefing note: [Ofsted summary of changes 2025](#)

Governance arrangements will be considered as part of the wider Leadership and Governance evaluation areas, inspectors will consider the extent to which governors/trustees:

- Are knowledgeable about their statutory duties and carry them out effectively
- Support and challenge the school's leaders effectively
- Understand their role in considering and addressing leaders' workload and wellbeing
- Assure themselves that leaders have an accurate understanding of the school's context and are prioritising the right actions for improvement
- Ensure that systems for monitoring and quality assurance are fair, valid and constructive, and inform to continuous improvement.
- Hold leaders to account for the impact of the school's professional learning programme for staff
- Hold leaders to account for the school's support and provision for disadvantaged pupils who may face barriers to their learning and /or wellbeing.

From November 2025, the school inspection handbook will be replaced by three key documents as soon as these documents are available and the training for inspection has been completed we will update the guidance that follows (marked in orange) to ensure it reflects the requirements of the inspection framework and circulate details of any training that might be appropriate for governors.

The Local Governing Body needs to be confident about how it will evidence its work and have a portfolio of information available as part of the Ofsted process.

1 Preparation

1.1 Documents required for the start of the Inspection centre around evidence of the work of local governors or those responsible for governance, that demonstrate their impact, as well as the current Scheme of Delegation.

1.2 The governance evidence portfolio is an essential document which ensures that everything is ready for review as early as possible in the inspection. A proforma Evidence Portfolio is held by the Governance Professional. It is important that governors can articulate the impact of their work and that the Local Governing Body considers the difference it has made to the children at its school through its monitoring and challenge activities at each meeting.

2 Evidence of Local Governance – Policy into Practice

Inspectors will be looking to see evidence of:

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

3 Evidence of 'good' and 'outstanding' governance

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

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

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

The portfolio can be in paper format, or an online document and the following guidelines should be considered:

- *Form a working party of approximately 2-3 Local Governors and consider what pieces of work evidence your effectiveness.*

- *Talk about what the LGB has done in the past 18 months and allocate these against the themed inserts.*
- *Think about the impact of that work.*
- *Use a ring binder with plastic inserts rather than a display book with set pages – so that pages can be added or removed easily.*
- *There should be a maximum of three pieces of evidence per section, otherwise the inspectors may not have time to read it.*
- *Highlight areas to draw the inspector’s eye to any particular paragraphs or statements.*
- *Ensure there are impact statements – what difference does the work of the LGB? Do not assume that the Inspectors will know.*
- *Keep the portfolio up to date.*

5 Evidence to be Included

Your annual management plan

Results of skills/training audits and training undertaken

Local Governing Body self-reviews

Sample minutes showing challenge

Best visit forms – one or two for curriculum visits and another for a safeguarding themed visit

Examples of engagement with parents/carers/guardians/stakeholders

Evidence of succession planning

6 The Inspection Process

6.1 Preparation the night before

6.1.1 *Advise all Local Governors of the inspection and seek volunteers to come and meet the inspector. A larger group enables the LGB/FGB to work as a team in answering questions.*

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

6.1.3 *Arrange a conference call the night before with the Headteacher to determine likely lines of enquiry.*

6.1.4 *Review your personal file, which should include information such as the most recent Headteacher’s Report, details of pupil premium and data.*

6.1.5 *Read the last Ofsted report to review the identified actions.*

6.2 On the day

6.2.1 *In the first few minutes of the session with Ofsted LGB/FGB governors have an opportunity to steer the direction of the interview.*

6.2.2 Introduce yourselves. The Chair should go last and after their introduction should add something along the lines of “We are pleased you are here to see us today. We’d really like to tell you about.....” You can also ask if the Inspector has seen your Evidence Portfolio. If not, offer to talk them through it. Tell the Inspector what is going well at the school and any areas for improvement.

- Talk with passion
- Keep the info flowing – listen to the question and think about the IMPACT of the LGB/FGB
- Don’t waffle – know when to stop!
- Talk about your experience and what you have seen during visits and meetings
- Talk knowledgably about PP/Sports Premium
- Talk about groups of pupils and their performance eg. Looked After Children, and SEND.
- Do not be thrown by an Inspector’s “views” – evidence why you disagree with their view
- Triangulation – demonstrate how you read reports but then visit and talk to staff, pupils and parents/carers/guardians to triangulate the information

6.3 Possible Questions

- Has Local Governance the capacity to not only maintain standards but improve them further?
- Do Local Governors fully understand the strengths and weakness – both of local governance and the school?
- How do Local Governors communicate with the key stakeholders? – What difference does this make?
- How do LGBs/FGBs communicate with the Board of Trustees?
- How do you benefit from being part of the Learning Academies Trust?
- Are you focused on what really benefits children and young people?
- Do Local Governors refuse to accept excuses for underachievement?
- Are local governors preservers of the status quo, taking an overview but having little impact or are they prepared to challenge staff and pupils to do better?
- How do Local Governors know that effective safeguarding procedures are in place and are regularly reviewed to keep all children and learners safe?
- How do Local Governors ensure their own development is up to date?

1. The Principles of Public Life

The Seven Principles of Public Life (also known as the Nolan Principles) apply to anyone who works as a public office-holder. This includes all those who are elected or appointed to public office, nationally and locally, and in the health, education, social and care services. All public office-holders are both servants of the public and stewards of public resources. The principles also apply to all those in other sectors delivering public services.

1.1 Selflessness

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

1.2 Integrity

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

1.3 Objectivity

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

1.4 Accountability

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

1.5 Openness

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

1.6 Honesty

Holders of public office should be truthful.

1.7 Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

Code of Conduct and Annual Safeguarding Declaration

As a Local Governor....

- ✓ I will always support the ethos and values of the Learning Academies Trust and be mindful of our responsibility to maintain and protect the good reputation of the Trust and our school.
- ✓ I understand the purpose of the Local Governing Body, the Trust Board to whom we are accountable, the role of Executive Headteacher, Headteacher or Head of School, Directors of Education and the CEO.
- ✓ I accept that we have no legal authority to act individually, except when the Trust Board or Local Governing Body has given us delegated authority to do so. Therefore, we will only speak on behalf of the Local Governing Body when we have been specifically instructed to do so.
- ✓ I accept collective responsibility for all decisions made by the Local Governing Body or its delegated agents. This means that we will not speak against majority decisions made by the Body.
- ✓ I will consider carefully how our decision making and work may affect the community and other schools.
- ✓ In responding to any criticism or complaints about our school I will follow the procedures established by the Trust Board.
- ✓ I will actively support and challenge the Executive Headteacher, Headteacher or Head of School. I will express views openly, courteously and respectfully in all my communications.
- ✓ As a governor of a maintained school I understand that I am considered a public office-holder and subject to the seven principles of public life as set out by the Committee for Standards in Public Life.

Commitment

- ✓ I acknowledge that accepting office as a Local Governor involves the commitment of significant amounts of time and energy. I will each involve myself actively in the work of the Local Governing Body and accept my fair share of responsibilities.
- ✓ I will make efforts to attend all meetings and where I cannot attend explain in advance. I will commit to attending 4 of the 6 annual meetings.
- ✓ I will visit our school regularly, with all visits arranged in advance with the staff and undertaken within the framework established by the Trust Board and I will attend at Local Governing Body events as required by the chair.
- ✓ If identified as a Governor Champion I will complete regular Champion reports to the Local Governing Body and accept that these must be submitted to the Clerk two weeks before the due date, even if I am unable to attend the meeting at which they are to be presented.
- ✓ I acknowledge our individual and collective needs for training and development and will undertake regular training to ensure my knowledge and understanding is up to date. I understand that training may be face to face or online as appropriate.
- ✓ I accept that in the interests of open governance, my name, term of office and pecuniary interests will be published on the school's website.

- ✓ I agree to declare all business interests as well as including any relationships with school staff including spouses, partners and relatives and will offer information about other governorships of other schools so that it can be published on the website. I accept that failure to reveal information will be in breach of this Code of Conduct and as a result I may be bringing the Local Governing Body into disrepute. I accept in such cases my membership of the Local Governing Body will be terminated.

Confidentiality

- ✓ I will observe complete and absolute confidentiality about data and performance, staff and pupils, both inside and outside of school.

Declarations of Interest

- ✓ I will declare any interest or conflict of loyalty annually and at the start of any meeting should the situation arise.

Breach of this code of conduct

- ✓ If I believe this Code has been breached, I will raise this issue with the Chair and the Chair will investigate; the Local Governing Body will only use removal of a Local Governor as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- ✓ If it is the Chair that has breached this Code, the CEO and the Trust Board will take appropriate actions.

I agree to comply with the terms of this Code of Conduct and the Safeguarding Declaration below.

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

- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2024

I also confirm that there has been no change to my DBS certification in the past 12 months and I am not subject to any pending action from the police or any court.

I agree to an annual review of my DBS status by Learning Academies Trust HR team if required.

Signed _____

Date _____

Where possible annual declarations will be collected and collated electronically in GovernorHub.

Appendix 6

SOME QUESTIONS FOR LOCAL GOVERNORS TO ASK THEMSELVES AND OTHERS – GETTING TO KNOW THE SCHOOL.

For a new Local Governor asking questions can sometimes seem daunting. However, all questions can increase knowledge of the school and enable governors to be more effective.

The following questions give examples of what a new governor might like to establish as a knowledge base over the first year.

Knowledge of school

- How knowledgeable are Local Governors of the school's strengths and weaknesses?
- How engaged are Local Governors in setting priorities for improvement and how robust is the monitoring?
- How effectively are skills matched to the needs of school?
- How well does the Local Governing Body understand the school's performance data?

Policies and Procedures

- What are the stated aims and ethos of the school and are they effectively implemented and monitored?
- Does the Local Governing Body have in place all the required policies and a timetable for their review?
- How focused is the Local Governing Body on the wellbeing and progress of all pupils?
- What are the school and Local Governing Body's procedures for appointing staff, reviewing salaries, dealing with discipline, grievances and consultation?
- Are Local Governors asked to join interview panels for appointments?

Leadership Team

- Does the Senior Leadership Team have a clear vision for the school?
- How has this been shared with staff and pupils?
- Is there evidence of high expectations being communicated effectively to all staff?
- Is self-evaluation honest and accurate?
- How effective have school leaders been in making and sustaining progress?
- Are leaders mindful of staff wellbeing in all decision making?

Curriculum

- Does the school offer a broad curriculum?
- What is the curriculum intent?
- What are the policies regarding religious education, worship, sex education and drugs education?
- What is the school's homework policy?
- Does the school have a marking policy?
- Is there equal access for all pupils to all areas of the curriculum?

School Budget

- How many pupils are on the roll and how does this affect the budget?
- What is the size of the budget, how is it apportioned internally and how is it planned to be spent?
- How is the budget kept under regular review?
- What financial controls are in place?
- What is the long-term financial situation (3 years)?

Accountability

- How does the Local Governing Body assess the school's performance and effectiveness?
- What targets are set by the School Improvement /Development Plan and how do Local Governors contribute to the Plan?
- Are governors linked to areas of the Improvement/Development Plan?
- How are Local Governors made aware of progress towards meeting each objective?

Pupils – rewards and sanctions

- Is there a positive policy of inclusion of all pupils?
- What arrangements are made for the pastoral care of pupils?
- What policy does the school have for rewarding good behaviour?
- How does the school monitor the procedures regarding bullying to ensure that they are effective?
- Are instances of any suspension or permanent exclusion reported to the Local Governing Body?
- How does the school celebrate pupils' achievements?

Behaviour

- What evidence does school use to form its judgement on behaviour?
- What proportion of lessons is disrupted by poor behaviour?
- What is the perception of parents/carers with relation to the standard of behaviour in the school?
- What actions have impacted on any changes in pupil behaviour?

Attendance

- How does absence over the last three years compare with national averages?
- Is the school monitoring the trend in attendance and patterns of absence? Is this affected by holiday – religious – cultural absence?
- What action is being taken to address persistent absence and how effective is it?

Quality of staff/Methods of Teaching

- How do teachers ensure that all pupils are appropriately challenged?
- How do teachers keep track of progress?
- How closely do teachers work together in lesson planning?
- How do the support staff contribute to teaching and learning?
- Does the school know what teaching styles work and why?
- Are there any difficulties recruiting staff?
- Is staff absence well managed?
- How effective is school in retaining staff?

Standards

- How is the school performing?
- Are children making better than expected progress? If not, why?
- How does the school compare with other similar schools?
- What does tracking tell us?
- How well does pupil tracking support progress in class and how does this feed into the picture of progress across the whole school?
- How many pupils are reaching age-related expectations and above at the end of the year compared with the starting point at the beginning?
- How is the school identifying its vulnerable groups and pupils?
- Who are they and which group is most vulnerable?
- What is being done to improve/accelerate progress made by the vulnerable groups?
- How does the school evidence pupil progress?
- What is the attainment on entry of our pupils? How is it measured?
- Are there any differences from year to year?
- What is the overall trend of attainment over the last three years?
- Have we any weak cohorts in future years?
- What is school doing to address is?
- Are pupils on track to reach their targets? How do you know?
- Have any areas shown a downturn this year? What is the reason for this?
- Which pupil groups are making good progress? Which are not and why is this?
- What is the proportion of lessons where learning is at least Good and are any Inadequate?

Parents

- How does the school engage with parents and carers to help them to support their children's learning?
- How does the school celebrate achievement of all pupils including vulnerable groups?
- Is the policy for dealing with complaints readily available to parents?
- Are arrangements for consulting parents effective?
- How do governors consult and gather the views of users and stakeholders and how are these views taken into account for future planning?

Community Engagement

- To what extent is the school involved in the community and vice versa?
- What does the school bring to their local community and the wider community of Plymouth?
- What are the main features of the children's' social and economic background?
- How is the school developing community links?

Appendix 6

DELEGATED RESPONSIBILITIES FROM THE LEARNING ACADEMIES TRUST BOARD TO THE LOCAL GOVERNING BODY

Review the performance of the school and monitor progress towards the strategic objectives and KPIs set by the Trust Board and CEO.

Develop with the Executive Headteacher, Headteacher or Head of School and the CEO **and recommend** a School Improvement Plan to the Trust leadership.

Recommend success criteria for the School Improvement Plan.

Receive reports on pupils' achievements.

Have an overview on the quality of teaching and learning in the school.

Review the effectiveness of curriculum arrangements.

Comply with all obligations of the Funding Agreement and the Academies Financial Handbook as appropriate.

Ensure Trust Board policies regarding compliance (regulatory and financial) are adhered to.

Comply with the Learning Academies Trust procurement and HR policies.

Complete a Register of Business Interests and ensure there is a system in place to consider the information provided. Ensure there are no conflicts of interests and no connected party transactions and update GIAS with any changes in LGB membership.

Conduct procedures for staff and parent governor elections.

Conduct the appointment of co-opted local governors to the Local Governing Body.

Review the Local Governing Body's own performance.

Appoint a Governance Professional to the Local Governing Body and contribute to their annual appraisal.

Ensure Local Governors are committed to undertaking quality continuing professional development.

Determine and Review impact of Pupil Premium and sports premium.

Review collective worship arrangements.

Receive reports from the Executive Headteacher, Headteacher or Head of School on pupils – attendance, exclusions, punctuality and behaviour and report any concerns to the CEO and the Trust Board.

Ensure arrangements are in place for at least one local governor to be appointed and trained to contribute to the appraisal of the Headteacher or Head of School with the CEO

Consult with the Trust Board on school term dates and agree school opening hours.

Understand the Ofsted inspection framework and monitor the school's response to recommendations from the last inspection.

Engage fully with the inspection process and ensure the outcome is communicated appropriately.

Monitor the implementation of the Behaviour Policy.

Set up and contribute to staff hearings panel upon request.

Contribute to the arrangements, in partnership with the CEO and Trust Board, for the recruitment of a Headteacher or Head of School.

Contribute to a hearings committee at the direction of the CEO or Trust Board for the dismissal of the Executive Headteacher, Headteacher or Head of School.

Maintain an overview of the annual budget to ensure awareness of school's financial health from the budget allocated by the Trust Board in consultation with the CEO and CFO and in support of the Learning Academies Trust vision and values.

Develop Local Governor understanding of all aspects of the pupil welfare system.

Determine, with support of the CEO, any cases brought forward by a member of staff against the Executive Headteacher, Headteacher or Head of School.

Contribute to hearings committee to determine any complaints or to review the use of suspension and exclusion within school and to decide whether to confirm the decision of the Headteacher or Head of School to exclude a pupil.

Monitor and evaluate safeguarding on behalf of the CEO and deliver an annual report to the Trust Board.

Conduct regular surveys of parents and carers, staff and pupils.

Ensure local governors have all the information they require to be well informed. about both the school, the school community and the Learning Academies Trust.

Ensure governors communicate the views of the Local Governing Body to the CEO and trust board.

Ensure the activities of the Local Governing Body are communicated clearly to the school community.

Ensure the information on the website is accurate and up to date.

Finance

Overall responsibility for school finances is held at Trust Board level and the major focus for Local Governing Bodies is on teaching and learning. However, LGBs/FGBs are expected to have some understanding of their school's finances, have an overview of variances during the year and ensure that the school is managing its finances well.

In the annual calendar of business local governors are expected to review variations in budgeted expenditure in meetings 2, 4 and 6. A finance report from the Trust's deputy Chief Finance Officer will be shared with the Executive Headteacher, Headteacher, Head of School regularly throughout the year, the LAT School Finance Officers will arrange termly meetings with school leaders to support budget monitoring. The finance report will be shared with the Chair of Governors, or their nominated representative, and should be discussed with the Executive Head / Headteacher at the next regular meeting and the report and summary details shared at the next scheduled LGB meeting.

Appendix 7

Role Description for Local Governors

1 Minimum expectations for all governors:

- 1.1 Attend and contribute to LGB meetings
- 1.2 Read agendas, papers and minutes before meetings
- 1.3 Attend training sessions as appropriate and show a commitment to personal development
- 1.4 Be a critical friend to the school, ready to offer constructive criticism and support its operation
- 1.5 Act as a local champion governor, visit the school to do this and report back in meetings

2 Meetings

- 2.1 Attend meetings of the LGB whenever possible, and provide good reasons for Any absence
- 2.2 Prepare for and contribute to meetings and complete any agreed follow-up work

3 Teamwork

- 3.1 Contribute to the LGB's operation as an effective team by establishing and maintaining good working relationships with other governors and with staff
- 3.2 Recognise that the power of the LGB is a collective responsibility and that no governor has individual authority unless it is delegated by the LGB
- 3.3 Recognise the respective roles of the LGB and the Headteacher and staff (the LGB is a strategic body, the operational management of the school is the responsibility of the Headteacher)
- 3.4 Recognise that governors are equal members of the LGB and work collectively
- 3.5 Accept and undertake a fair share of the LGB's work

4 Knowledge of the School

- 4.1 Know the school's strengths, its areas for development and improvement plans
- 4.2 Know of areas of the school outside of your areas of expertise

5 Personal Interests

- 5.1 Act in the best interests of the school
- 5.2 Ensure any personal, business or pecuniary interests are declared as required and withdraw from meetings as appropriate

6 Other

- 6.1 Maintain confidentiality
- 6.2 Act at all times fairly and without prejudice
- 6.3 Support the school in the community, exercising prudence and tact if contentious issues affecting the school arise outside the LGB, and follow procedures agreed by the LGB in making or responding to criticism or complaints
- 6.4 Be aware of and accept the Nolan Committee's "Principles of Public Life"

- 6.5 Local GBs rely on a variety of experiences and perspectives. No specific prior knowledge is required, and volunteers should be drawn from a diverse range of skills and backgrounds.
- 6.6 Follow the principles and commitments set out in the Trust's Code of Conduct.

7 Personal Development

- 7.1 Undertake training and take advantage of opportunities to increase understanding and effectiveness as a governor
- 7.2 The GP /Head/Chair will signpost to relevant educational news, policy and processes through reading and accessing information via national resources such as the DfE and ESFA and via Trust/school communications

8 RESPONSIBILITIES:

8.1 Contribute to the strategic direction of the school by participating in discussions at LGB meetings which consider:

- a) Securing, maintaining and improving educational standards
- b) Reporting to the Trust Board on the overall performance of the school and specifically on any aspects of concern either to the Local GB or to the Trust Board
- c) Monitoring of educational outcomes in the school
- d) Monitoring all aspects of safeguarding, SEN, equality, Pupil Premium and pupil welfare
- e) Liaising with the Trust Board, Trust CEO and Headteacher on all aspects of procedure and policy setting as they may respectively require
- f) Complaints relating to the school

8.2 Hold the senior leaders to account by monitoring the school's performance by:

- a) agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school's improvement plan;
- b) considering all relevant data about a school's performance;
- c) asking challenging questions of leaders;
- d) ensuring senior leaders have implemented the required policies and procedures and the school is operating effectively according to those policies; and
- e) acting as a Champion governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the Local GB.

8.3 Have an awareness of financial performance of the school and ensuring its money is well spent.

8.4 When required, and depending on the category of Local Governor, to serve on panels of the Trust to:

- a) appoint staff in the school;
- b) hear disciplinary, admissions, complaints and appeals cases

Appendix 8

Role Description for Chairs of Local Governing Boards

1 Role Purpose

- 1.1 To provide leadership to the Local Governing Body, ensuring that it fulfils its functions well.
- 1.2 To work closely with the executive headteacher/headteacher to support, advise and help shape proposals to be discussed at LGB meetings, ensuring that the focus of discussions is strategic.

2 Leading Governance

- 2.1 To ensure that the LGB and headteacher have a shared vision and sense of purpose
- 2.2 To ensure that the LGB sets a clear vision and strategy for the school and to lead the board in monitoring its implementation
- 2.4 To set the culture of the LGB, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- 2.5 To ensure that the LGB acts as a team in the best interests of the children and school community.
- 2.6 Where required, to represent the LGB in its dealings with external partners and be an advocate for the school/trust
- 2.7 Where possible, to attend school and trust functions (performances/sports days/prize-giving) as appropriate and encourage other governors/trustees to do so

3 Leading & Developing The Team

- 3.1 To ensure that the LGB has the required skills and commitment to govern well and that any identified skills gaps are filled in a timely manner
- 3.2 To ensure a diverse team that reflects the communities served with a mix of new and experienced members and a variety of backgrounds
- 3.3 To ensure that all governors have a thorough understanding of their role and receive appropriate induction and training as required
- 3.4 To encourage the LGB and individual governors to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- 3.5 To ensure that governors are engaged and feel valued
- 3.6 To encourage the development of governors
- 3.8 To follow and reinforce the LGB's agreed code of conduct

3.9 To develop a good working relationship with the vice chair, ensuring that they are kept fully informed and delegating tasks as appropriate

3.10 To ensure that there is a succession plan in place for the roles of chair, vice-chair, Champion governors and any committee chairs

4 Working with the headteacher

4.1 To build a professional relationship with the headteacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings

4.2 To meet with the headteacher on a regular basis (at least monthly)

4.3 To work with the LAT central team to ensure that there are transparent and effective processes for the recruitment and induction of the headteacher

4.4 To ensure appropriate governor involvement in the recruitment of other senior leaders

4.5 To ensure that all governors concentrate on their strategic role and hold the headteacher to account

4.6 To ensure that school leaders provide information that allows the LGB to fulfil its function

4.7 To participate in the (executive) headteacher's performance management ensuring that appropriate continuing professional development (CPD) is identified and provided

4.8 To ensure that the workload and wellbeing of (executive) headteacher and senior leaders is considered

4.9 To ensure that the (executive) headteacher provides staff with an understanding of the role of the governing body and acts as link between the two

4.10 To play a role in any decision to suspend the (executive) headteacher

5 Leading Improvement

5.1 To ensure that the LGB is involved at a strategic level in the school's self-evaluation process and that this feeds into its key priorities

5.2 To ensure that the LGB's business is focused on the strategic priorities

5.3 To ensure that the LGB has the information it needs to monitor pupil progress and considers appropriate actions to improve outcomes

5.4 To ensure that governors have good knowledge of the school and its performance

5.5 To ensure that there are mechanisms in place to listen to the views of parents, pupils and staff

6 Leading Governing Body Business

- 6.1 To ensure that the governing body appoints a highly skilled governance professional capable of advising it on its functions and relevant procedures
- 6.2 To collaborate with the governance professional to establish effective working procedures and, if required, sound committee structures
- 6.3 To work with the governance professional and the lead executive to plan for LGB meetings, ensuring that agendas focus on the board's key responsibilities and identified priorities and avoid unnecessary paperwork
- 6.4 To chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- 6.5 To ensure that decisions taken at the meetings of the governing body are implemented
- 6.6 To ensure that effective arrangements are in place for dealing with complaints made to the governing body as required under the adopted complaints policy of the trust
- 6.7 To ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) as required by the under the adopted procedures of the trust

* Note that in some federated schools this may be undertaken by the Vice-Chair of the LGB

Person specification

Candidates for the role of chair should be able to demonstrate the following skills and attributes:

- commitment to the school/trust and its mission
- personal integrity
- good understanding of the environment in which the school/trust is operating
- good understanding of the role and legal responsibilities of the board and its members
- strong relationship-building and communication skills
- negotiation and diplomacy skills with the ability to have courageous conversations
- ability to think strategically and objectively, take the long view and prioritise
- capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk
- ability to chair meetings well, encouraging debate and facilitating decision-making
- ability to build and get the best out of a team while addressing any skills or experience gaps
- ability and willingness to delegate and trust others

Appendix 9

Role Description for Vice-Chairs of Local Governing Boards

1 Role Purpose

- 1.1 To provide leadership to the Local Governing Body, ensuring that it fulfils its functions well.
- 1.2 To work closely with the Chair to support, advise and help shape proposals to be discussed at LGB/FGB meetings, ensuring that the focus of discussions is strategic.

2 The vice-chair will:

- 2.1 Develop a close working relationship with the chair.
- 2.2 Support the chair in making sure that the Local Governing Body functions effectively.
- 2.3 Take on any responsibilities delegated by the Chair.

3 Together with the Chair, the Vice-Chair will:

- 3.1 Lead effective governance by providing clear direction and making sure governors understand the part they play in driving school improvement.
- 3.2 Build the governor team by recruiting individuals with the required skills, providing/identifying training and development needs and delegating responsibilities effectively.
- 3.3 Develop a positive relationship with the headteacher as a 'critical friend'.
- 3.4 Drive school improvement by making sure it's the focus of all policies and strategies, and that the work of the board reflects school and Trust improvement priorities.
- 3.5 Ensure that the board fulfils its statutory and regulatory requirements, conducts its business efficiently and ensures the school uses its resources responsibly and effectively

4 In the Chair's absence, the vice-chair will:

- 4.1 Act as chair for any meeting of the Local Governing Body.
- 4.2 Have the casting vote when a vote is tied.



Appendix 10

Role Description for Safeguarding Lead Governor/Trustee

1 Purpose

- 1.1 One of the Board's key responsibilities is to ensure that its schools and the Trust are creating safe environments for pupils through robust safeguarding practices.
- 1.2 The Board must appoint a governor or trustee to take leadership responsibility for Safeguarding arrangements.
- 1.3 However, the governing board still retains collective responsibility for making sure that safeguarding procedures are effective and properly followed.

2 Duties

To work with the Designated Safeguarding Lead as follows:

- 2.1 The DSL is a senior member of the School/Trust leadership team. The Lead Safeguarding Trustee/governor is the Board's main point of contact with the DSL
- 2.2 Build an effective relationship with the DSL that allows for appropriate support and challenge to take place.
- 2.3 Arrange monitoring visits with the DSL to learn about the School/Trust's context and how this influences the approach to safeguarding.
- 2.4 Through discussion with the DSL (and other stakeholders within the school community)
- 2.5 Meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents, the suitability of policies and whether any amendments are necessary.
- 2.6 Use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities.
- 2.7 Ensure that the DSL has received the necessary training for their role and is well-supported in carrying out their duties.
- 2.8 Discuss with the DSL staff safeguarding training, seeking assurance that staff are up-to-date with policy and practice and know what steps to take if they have concerns about a pupil.

3 Understand how Safeguarding Works in Practice

The Safeguarding Lead should be aware of the legal duties with which schools and their governing bodies must comply to keep pupils safe. This should focus around:

- 3.1 Reading and understanding Keeping Children Safe in Education (KCSIE), the DfE's statutory guidance (this is a requirement for all governors and trustees).

- 3.2 Building a knowledge and understanding of the school/trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated.
- 3.3 Observing (through arranged visits) how the culture of safeguarding is working within the School/Trust.
- 3.4 Understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety).
- 3.5 Using any safeguarding assessments or audits to help ascertain the robustness of safeguarding procedures and systems.
- 3.6 Using data (often supplied within DSL safeguarding reports) to identify trends, for example, absence rates for looked-after children.
- 3.7 To undertake any relevant safeguarding training to support them in their role and enable them to understand their responsibilities.
- 3.8 Report to the Trust Board/LGB on safeguarding issues and ensure that safeguarding remains high profile in any strategic discussions.
- 3.9 To ensure that the outcomes of any safeguarding audits are reported to the Board and any concerns are addressed.
- 3.10 Support the Board's oversight of the school/Trust record of pre-appointment checks (the Single Central Record). Often this is undertaken by the DSL who then reports to the Board. It is not the Lead Trustee's responsibility to administer the SCR.

Appendix 11

Role Description for SEND Champion Governor/Trustee

1 Purpose

- 1.1 To lead on the governing board's monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need.
- 1.2 To act as the governing board's specialist on SEND and champion the needs of pupils with SEND at board level.
- 1.3 The appointed governor/trustee should take the lead on monitoring SEND provision. However, the governing board retains collective responsibility.

2 Duties

2.1 Working with the SENCO

- 2.1.1 The special educational needs co-ordinator (SENCO) is the lead member of staff for SEND within the school/trust, with responsibility for overseeing the day-to-day operation of the SEND policy and co-ordinating provision for children with SEN.
- 2.1.2 The Champion governor/trustee for SEND should engage with the SENCO on a regular basis in order to:
 - Develop an effective working relationship that allows for appropriate support and challenge.
 - Conduct monitoring visits to learn about the school or trust's context and the needs of pupils with SEND.
 - Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
 - Understand the school/trust's strengths in relation to SEND provision and areas for development.
 - Ensure that the SENCO has received appropriate training and is well supported.
 - Seek assurance that staff receive effective and up to date SEND training.
- 2.1.3 The Champion governor/trustee should report to the governing board on their meetings with the SENCO.

3 Understanding and Monitoring Effective SEND Practice

The SEND Champion governor/trustee should have a good understanding of the legal duties of schools and governing boards in relation to pupils with SEND. They also need to learn how SEND provision works in their own setting. This should focus around:

- Investing time in appropriate development and learning: attending regular training on SEND and inclusion and reading and understanding chapter 6 of the SEND Code of practice.
- Understanding the views of all key stakeholders in relation to SEND (pupils, families, staff and local partners).

- Checking that the school makes good use of financial resources (including the notional budget) to support pupils with SEND.
- Ensuring the school publishes the necessary documentation detailing their SEND provision.

4. Supporting the Trust/Local Governing Board to Monitor SEND Provision

As the board's SEND specialist, the Champion governor/trustee should:

- Champion an inclusive culture, reminding the board to consider the impact of their decisions on pupils with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge senior executive leaders about SEND provision.
- Ensure all members of the governing board have the knowledge and understanding they need to make informed decisions – all governors and trustees should be familiar with Chapter 6 in the SEND Code of Practice 2015.
- Make sure that the school/trust and governing board comply with their statutory duties around SEND.

Appendix 12

Role Description for Pupil Premium Champion Governor/Trustee

1 Purpose

- 1.1 To lead on the governing board's monitoring of Pupil Premium strategy and Arrangements
- 1.2 To act as the governing board's specialist on Pupil Premium (PP) and champion the needs of PP pupils.
- 1.3 The appointed governor/trustee should take the lead on monitoring PP provision. However, the governing board retains collective responsibility.

2 Duties

The lead member of staff for Pupil Premium has responsibility for overseeing the day-to-day operation of the Pupil Premium Strategy, spending of the allocated funds and co-ordinating provision linked to each child's needs. The Champion governor should engage with the Pupil Premium lead on a regular basis, to:

- 2.1 Develop an effective working relationship that allows for appropriate support and challenge.
- 2.2 Conduct monitoring visits to learn about the school or context and the needs of PP pupils.
- 2.3 Understand the school strengths and areas for development in relation to PP provision.
- 2.4 Make sure spending decisions are based on research evidence (e.g., Educational Endowment Fund (EEF) and the Department for Education (DfE) menu of approaches), or where not, there is a clear justification.
- 2.5 Challenge the allocation and spend if there is no clear audit trail.
- 2.6 Monitor the impact of Pupil Premium spending on target groups (current and over time) and challenge where necessary.
- 2.7 Ensure that the Pupil Premium lead has received appropriate training and is well supported by the Senior Leadership Team.
- 2.8 Discuss all underperforming groups (pupils with and without a Pupil Premium allocation), focusing on data (e.g., attendance, attainment and progress, CPOMS/behaviour).
- 2.9 Seek assurance that teaching and support staff receive effective and up to date training/development and knowledge about Pupil Premium pupils in their care.
- 2.10 The Champion governor should report to the governing board on their meetings with the Pupil Premium lead.

Appendix 13

LAT Governance Training Outline 2025/26

Trustees and Local Governors – required training

To ensure that local governors are kept up to date on local and national requirements we ask that the following training is completed as appropriate.

Subject	Frequency On recruitment +	Source
Safeguarding & Child Protection	Annual	GovernorHub – Safeguarding for Governors NGA – Essential Safeguarding for Governors & Trustees
Prevent Duty	Bi-annual	The Key – The Prevent Duty Gov.uk – The Prevent Duty
Equality, Diversity & Inclusion	As appropriate	NGA – Equality, diversity and inclusion e-learning
GDPR & Data Protection	Annual	In person / virtual – Apex HR The Key – UK GDPR and Data Protection for governance
LAT Teaching & Learning	Annual Tuesday 27th January 2026	LAT CPD offer virtual sessions

Champion Governor Networks – named governors

LGB's are asked to nominate a named governor to work to champion specific areas of responsibility and provide a point of reference for the LGB on these matters. To support Champion roles the following sessions have been arranged to ensure that governors have a clear understanding of local and national thinking and regular signposting of information and resources to inform the champion role. Places can be reserved on GovernorHub.

Subject	LAT network meetings	Further information available at:
Pupil Premium	Virtual LAT DoE All 5pm – 6pm 10th November 2025 3rd March 2026 22nd June 2026	NGA / GovernorHub
Safeguarding and Attendance	Virtual LAT DoE All 6pm – 7pm 10th November 2025 3rd March 2026 22nd June 2026	NGA / GovernorHub

SEND	Virtual - LAT SEND Leads 25th November 2025 5pm – 6pm 27th January '26 – 4.30pm – 5.30pm 19th May '26 – 4.30pm – 5.30pm	NGA / GovernorHub
Early Years	Virtual – LAT EY Lead 4pm – 5.30 pm 11th November 2025 4pm – 5.30 pm 28th April 2026	NGA / GovernorHub

In addition to the specific sessions detailed previously there are a number of additional sessions offered to assist and support better understanding of operational elements that support education delivery across all LAT schools. These sessions are open to all governors and aim to develop a wider understanding of how education establishments operate and what expectations are placed on them through statutory guidance and associated legislation. These sessions are optional but would be particularly useful of governors bringing experience from outside an education environment or who may be new to governance. Places can be reserved on the PTSA events page [Events Archive - Plymouth Teachers and School Alliance](#).

LAT Governor Development sessions (optional)

Subject	Offer	Source
Understanding Education HR	Thursday 5th February '26	PTSA training offer
School Finance for Governors	Wednesday 14th January '26	PTSA Training offer
Health & Safety in schools	Monday 16th March '26	PTSA Training offer
Primary curriculum and school improvement	Tuesday 4th November '25	PTSA Training offer

NGA and GovernorHub offer a range of governor specific training that can be accessed by any LAT governor through our subscription arrangements. Training, advice and guidance across the full range of governance responsibilities is available including Health & Safety, supporting panels and regular briefings on current hot topics. All governors are strongly encouraged to engage with CPD / training in support of the governor role, a record of any training should be kept in GovernorHub.

All new governors are signposted to the NGA Induction programme as this will support the development of understanding of the responsibilities of local governors in an academy trust structure.

The school governance professional will be able to set up individual access to the support platforms available to LAT governors.

Links:

GovernorHub website [GovernorHub](#)

GovernorHub - [Sign into GovernorHub](#)

National Governance Association – NGA website [For Schools & Trusts | National Governance Association](#)

Appendix 14

Glossary of Acronyms/Commonly Used Terms

Academies – Publicly funded schools run by an Academy Trust

ACS – Average Class Size

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

AfL – Assessment for Learning

APA – Annual Performance Assessment

APP – Assessing Pupil Progress

Appraisal – The process of assessing how well a member of staff is carrying out his or her role.

APS – Average Point Score

ASD – Autistic Spectrum Disorder

ASP - Analysing School Performance

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

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

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

Basic skills – Reading, writing and arithmetic

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

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

CAMHS – Child and Adolescent Mental Health Service

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

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

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

CAT – Cognitive Ability Tests for knowing, thinking and reasoning

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

CEO – Chief Executive Officer

CFO – Chief Financial Officer

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

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

Competitive tendering – Obtaining quotes or tenders from two or more suppliers before awarding contracts

Contingency Fund – Money set aside for unexpected costs

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

Core subjects – English, maths and science

COSHH – Control of Substances Hazardous to Health

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

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

CVA – Contextual Value Added

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

DBS – Disclosure and Barring Service

DDA – Disability Discrimination Act

Delegated powers – Authority given to a committee or the Head teacher to act on behalf of the governing body

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

DfE – Department for Education

Disapplied Pupils – The National Curriculum has been designed to make sure that all children are assessed.

However, there may be a small number of pupils who are not able to take part in some assessment, even allowing for the full range of arrangements that can be made

DRC – Disability Rights Commission

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

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

EAL – English as an Additional Language

ECaR – Every Child a Reader

ECaW – Every Child a Writer

Ed Psych – Education Psychologist

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

EMAS – Ethnic Minority Achievement Service

EOC – Equal Opportunities Commission

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

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

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

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

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

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

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

EYFS – Early Years Foundation Stage

FE – Further Education

Federation – The coming together under one local governing body of not more than five maintained schools.

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

FFT – Fischer Family Trust

FOI – Freedom of Information

Form Entry – The number of classes that a school admits each year

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

FSM – Free School Meals

FTE – Full Time Equivalent

GAP - Governor Action Plan

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

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

GNVQ – General National Vocational Qualification

Governance Professional – A person appointed by governors to carry out administrative duties for the local governing body including clerking meetings and to advise on matters of legality and procedure

GP – Governance Professional

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

G&T – Gifted and Talented

HASAW – Health and Safety At Work

HE – Higher Education

HLTA – Higher Level Teaching Assistant

HMCI – His Majesty’s Chief Inspector of Schools

HMI – His Majesty's Inspector

HOD – Head of Department

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

HR – Human Resources

HSE – Health and Safety Executive

ICT – Information and Communication Technology

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

IIP – Investors in People

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

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

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

ISR – Individual School Range

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

KS1 – Pupils aged 3-7

KS2 – Pupils aged 7-11

KS3 – Pupils aged 11-14

KS4 – Pupils aged 14-16

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

LAC – Looked After Children

LLE – Local Leaders of Education

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

LSP – Literacy Support Program

MAST – Multi Agency Support Team

MAT – Multi Academy Trust

MFG – Minimum Funding Guarantee

MFL – Modern Foreign Languages

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

MTA – Meal Time Assistant

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

NAHT – National Association of Head Teachers

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

NASUWT – National Association of Schoolmasters and Union of Women Teachers

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

NEET – Not in Education, Employment or Training

NLE – National Leader of Education

NOR – Number on Roll

NPQH – National Professional Qualifications for Headteachers

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

NtG – Narrowing the Gap

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

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

Outturn – Statement of what the school spent by the end of the financial year

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

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

PAT – Pupil Achievement Tracker

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

Peripatetic teacher – Normally a teacher who provides specialist instruction e.g. music at several schools

PI – Performance Indicators

PIB – Pre-Inspection Briefing

PIPs – Performance Indicators for Primary Schools

PLASC – Pupil Level Annual Schools Census

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

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

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

PRS – Pupil Referral Service

PRU – Pupil Referral Unit

PSHE – Personal, Social and Health Education

PSA – Parent Support Adviser – member of school staff offering specific but impartial advice to parents

P2S – Pathways to Success

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

PTA – Parent Teacher Association

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

QCDA – Qualifications and Curriculum Development Agency

QTS – Qualified Teacher Status.

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

RAP – Raising Attainment Plan.

Remodelling – Remodelling is set out in a national agreement that aims to reform the workforce. It is about giving teachers more time and support to raise standards, increase job satisfaction and improve the status of the profession

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

3 **RI** – Registered Inspector, who is authorised by Ofsted to lead an inspection

SATs – Standard Assessment Tasks used for curriculum assessment

SDP – School Development Plan

SEAL – Social and Emotional Aspects of Learning

SEND – Special Educational Needs and Disability

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

SI – Statutory Instrument

SIP – School Improvement Plan

SLT – Senior Leadership Team

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

SMT – Senior Management Team

SPAG – Spelling, punctuation and grammar

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

SSAT – Specialist Schools and Academies Trust

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

T&L – Teaching and Learning

TES – Times Educational Supplement

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

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

UCAS – Universities and Colleges Admissions Service – a central agency for processing applications for university courses

UPS – Upper Pay Spine

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

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

Virement – A finance term to enable monies to be transferred from one budget heading to another