

# Wootton Park School



## **Paper 75**

### **Governance Plan**

**Title of Paper:** Governance Plan

**Decision Required:** None

### Executive Summary

This paper outlines the roles and responsibilities of the Trust and Governing Body. The plan is based around our Articles of Association, as agreed with the DfE.

### 1. Implications

The following implications have been considered and the resulting impacts / risks are as follows:

Improving the Learner Experience	Poor governance will impact on the quality of education at Wootton Park School
Financial	Lack of clarity and leadership will result in financial pressures
Safeguarding	
Equality and Diversity	
Health and Safety	

### 2. Release of Papers and Confidentiality Issues

The Northampton Free School Trust is committed to open and transparent decision making and therefore its policy is to minimise the restriction on the release of papers to situations where there is a justifiable need.

#### Part A: Recommendation:

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | It is recommended that the paper be released following the meeting.              |
| <input type="checkbox"/>            | It is recommended that the paper be kept from publication following the meeting. |

#### Part B: Reason for Confidentiality:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Personal information relating to a named individual or individuals  |
| <input type="checkbox"/> | Information provided in confidence by a third party who has not authorised disclosure                           |
| <input type="checkbox"/> | Information where ongoing negotiations may be prejudiced  |
| <input type="checkbox"/> | Information where financial budgeting may be prejudiced   |
| <input type="checkbox"/> | Information regarding the School's financial position, where disclosure may harm it or its competitive position |
| <input type="checkbox"/> | Information where a proposal concerning staffing matters are at an early stage of discussion                    |
| <input type="checkbox"/> | Legal advice received from or instructions given to, the School legal advisers                                  |
| <input type="checkbox"/> | Information planned for publication in advance of that publication  |
| <input type="checkbox"/> | Information not otherwise covered above, but considered to be commercially sensitive                            |

# Governance at Wootton Park School



## WOOTTON PARK

*'Ipsum quod faciendum est diutius durant'*

**March 2018**

## **1 Introduction**

This plan brings together the Governance Structure, Terms of Reference, Scheme of Delegation, and Job Descriptions of the key positions into a single coherent plan for the Northamptonshire Free School Trust's Governance of Wootton Park School.

## **2 The School**

WPS is an inclusive all-through 4-19 Free School which offers a welcoming, safe and stimulating learning environment for pupils of all abilities and backgrounds, fostering links between school, home and the wider community, developing a sense of personal responsibility and community service alongside academic excellence. It is unique in that it is establishing close working relationships with public services, with a curriculum specialism in crime science.

The school offers 2-forms of entry at Reception and is 4-form entry at the secondary phase, admitting 60 pupils and 120 pupils each year respectively, with a total number on roll of 1260.

Wootton Park School is a place of learning that invests all its passion in what is good, recognising that what our young people achieve and experience at the school has a profound effect and impact upon their lives.

Our school aims to remain the school of choice for parents and carers and like them we are proud to be ambitious for our children; we value academic success and want our pupils to achieve to the fullest extent of their ability.

The WPS vision also surrounds a school recognised as central to the community, which works with families rather than just young people. The school's Family Centre, open before and after the school day and which incorporates appropriate adult education opportunities, is symbolic of our mission to work with families, as is the crèche facility.

Wootton Park School's education philosophy incorporates three distinctive principles:

1. Attainment for All
2. Public Service
3. Stronger Society

## **3 Seven Principles of Public Life**

In 1995 the DfE published guidance on the 7 principles of public life. Which are the basis of the ethical standards expected of public office holders. The NFST subscribes to these standards and values and expects everyone associated with the Trust to abide by these at all times.

The 7 principles of public life are;

### **1. Selflessness**

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

### **2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions 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.

### **3. Objectivity**

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

### **4. Accountability**

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

### **5. Openness**

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

### **6. Honesty**

Holders of public office should be truthful.

### **7. Leadership**

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

#### 4 Definition of Terms

The Members of an academy are the subscribers to the Trust’s memorandum of association, and any other individuals permitted to become members under its articles of association.

The role of Members is to maintain an overview of the governance arrangements of the Trust. Member’s responsibilities are to hold an Annual General Meeting and appoint Directors to a vacant position. Governors / Directors appointed by Members can also be removed by a unanimous vote of Members.

While Members can also be Governors, retaining some distinction between the two layers ensures that Members, independent of Governors, provide oversight and challenge. This is especially important in multi-academy trusts in which trustees are responsible for a number of academies

**The term Governor is interchangeable with the term Trustee or Director. Having made the connection, this document will from this point forward use the term Governor.**

The role of **Governor** involves providing strategic direction for the **school**, providing advice and on occasions, sensitive challenge to ensure a progressive improvement in standards across the school. This role contributes to the work of the governing body in raising standards of achievement for all pupils.

It is acknowledged that as the NFST is an Academy Trust it is a company limited by guarantee, and as such the decision making body is the Board of Governors. All Governors must abide by the collective decision of the Board. As the Directors of the Academy Trust are responsible for standards in the School the Board of Directors is also the Governing Body.

Governors do not need to have qualifications and need to be aged 18 years and above. Governors have a responsibility to work collaboratively with other members of the governing body, to the staff and pupils of the school, the school’s wider community and where they are representatives, to their particular constituency (parents; staff; teachers; etc.). Although some Governors may represent particular constituencies or interests, they are not delegates of that group and should reflect the best interests of the school as a whole in all decisions.

The DfE advocates that Academy Trusts should be established with a minimum of three members, although DfE encourages trusts to have at least five members in total, as this:

- ✓ Ensures enough Members can take decisions via special resolution (which requires 75% of members to agree) without requiring unanimity; and
- ✓ Facilitates majority decisions being taken by ordinary resolution (which requires a majority of Members to agree).

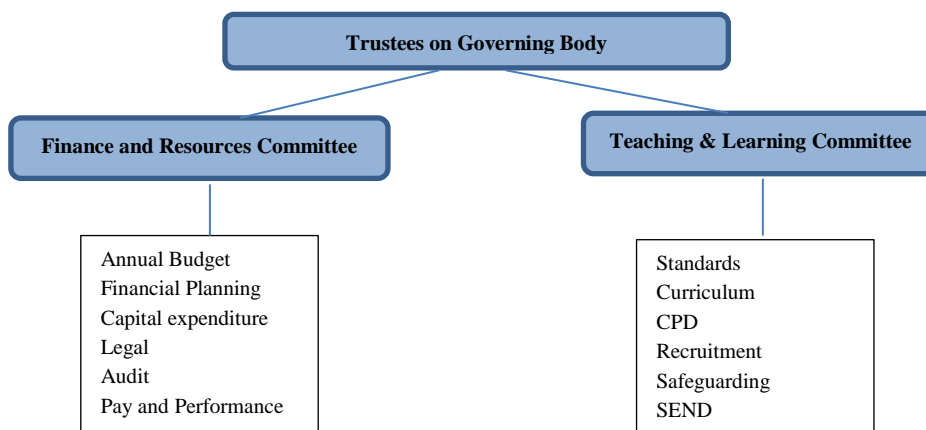
Structures in which Members are also employees are not considered by DfE to be an effective model of governance for an academy trust.

The NFST Governance Structure complies with both of the above principles. Furthermore, only 1 Member will serve on the Governing body as a Governor, allowing 4 others to maintain a strategic perspective and distance themselves from day to day activities.

*See the Academy Financial Handbook 2015 for further information.*

**Note** – Members and Governors are expected to undertake an enhanced DBS check, an ID verification check and a Counter Extremist check. Details of how to complete the checks are held by the Clerk to the Governing Body.

#### 5.1 Governing Body Structure



The Governing Body is responsible for running the school and is the body with whom the main powers and responsibilities lie.

The Governing Body is:

- In charge of supervising the running of the school by the leadership team
- Responsible for the management of the school
- Accountable to the Department for Education and Education Funding Agency for this management.

### **5.2 Membership of the Governing Body**

The Governing Body will be made up of no more than 12 Governors. In line with the Articles of Association, the proposed constitution of the Governing Body for Wootton Park School is as follows:

- One representative of the Members for as long as they continue.
- One Governor appointed by the Members under article 50
- Two- four staff Governors (not to exceed one third of the total governors)
- Two-four parent Governors
- The Principal (ex officio)

The Governing Body will be supported by an experienced Clerk who will perform administrative tasks such as arranging meetings and taking and circulating minutes.

In steady state two student members, such as the Head Boy or Girl, will be co-opted to join the governing body for a period of a year.

The Trust believes that this will provide students with a voice, an opportunity to bring forward ideas and suggestions to make the school better and to be in a better position to understand what the Governing Body does. It reflects one of our three key priorities relating to society and community.

Clearly, the student representatives would not receive papers or be allowed to attend the meetings relating to confidential staff matters or other sensitive matters at the discretion of the Chair of Governors.

All other members excluding the Principal are elected for a period of four years. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected to serve on the Board.

### **Quorum**

The quorum for a meeting of the Trustees, shall be three Trustees or where greater, 25% (rounded up) of the total number of Trustees holding office at the date of the meeting.

The quorum for the purposes of appointing a parent Governor, the removal of a Governor or the removal of the chairman shall be two-thirds (rounded up to a whole number) of the persons who at the time are Trustees entitled to vote.

### **Overview of the Responsibilities of the Governing Body**

The Governing Body will have responsibility for the following areas:

- Strategic planning
- Admissions
- Well-being and safeguarding
- Curriculum
- Employment
- Premises
- Finance and regulations
- Stakeholder engagement

The Governing Body is responsible for oversight and monitoring of the delivery of the agreed Development Plan.

The Governing Body will oversee and monitor the work of the senior leadership team as a critical friend, holding them to account in accordance with the school's Development Plan.

The Governing Body will in particular provide support and challenge to the Principal, holding him or her directly to account for their work. The Governing Body will be the primary performance management mechanism for this.

The Governing Body will retain oversight over all aspects of the school's operation. The Governing Body will be constituted with the requisite skills and expertise to perform this role effectively. The Governing Body will also be involved directly in some elements of school life, such as the recruitment of key members of staff and through regular interaction with pupils, whole school Continuous Professional Development opportunities and parent events.

Governor interaction with pupils will take place through a planned cycle of visits to the school which will provide opportunities for Governors to talk

with staff in their 'linked areas' and to meet with a focus group of learners

The Governing Body will meet termly as a minimum. In order to fully discharge its responsibilities, the Governing Body will include governors with the following skills/areas of expertise:

- Teaching
- School improvement
- Safeguarding
- Board level experience in a large private or public sector organization
- Legal
- Financial Management
- HR/recruitment
- Capital works
- Health & Safety
- Children's services.

The Governing Body may delegate powers as appropriate in accordance with the approved Scheme of Delegation to an individual governor, committee, or to the Principal. Although duties and decision-making can be delegated responsibility for running the school remains with the Governing Body.

### **5.3 Committees of the Governing Body**

As indicated above, there will be two principal committees; Teaching and Learning; and Finance and Resources.

The membership of these committees will comprise a majority of Governors but may also include co-opted committee members with additional expertise to provide specialist input as appropriate. This flexibility will allow the Governing Body to access high quality professionals who are not able to fully commit to the time requirement to be a full member of the Governing Body.

A Governor will be expected to attend Full Governing Body meetings and to be a member of one of the two main sub-committees. A balanced approach to membership of committees and to the use of co-opted committee members will ensure that no Governors become over burdened by their commitments.

Committees will be responsible for oversight of functions set out in their Terms of Reference, at a level of detail which is not typically necessary for consideration by the Full Governing Body.

In accordance with the schools scheme of delegation, or when otherwise agreed to be appropriate, issues will be escalated to the Full Governing Body for further consideration or a decision.

Committees will work closely with school staff to understand the successes, challenges and on-going issues in their areas of responsibility, and to recommend courses of action where necessary.

The scope of the School's committees will be:

#### **A Teaching and learning:**

Work in this committee will include but not be limited to

- Development planning
- Standards
- Curriculum
- Teacher training & development
- Recruitment
- Safeguarding
- SEN
- Community Engagement and Stakeholder management

#### **B Finance and Operations**

Work in this committee will include but not be limited to:

- Annual budget
- Financial planning (revenue and capital)
- Governance framework
- Legal
- Remuneration (supported by a separate sub-committee)
- Estates Strategy
- HR strategy
- IT strategy

In order to ensure the School can afford what it proposes to deliver links will be established and maintained between the chair of the Governing Body and the chairs of the two committees. Decisions will be based upon the school improvement plan priorities and the annual budget in place at the time,

Proposals put forward by the senior staff and the agreed growth and staffing plan will be reflected in both the budget and School Improvement Plan in the annual planning cycle.

**C Sub – committees of the Finance and Operations Committee**

The following sub –committees will be established

- Audit sub-committee
- Discipline sub-committee
- Admissions and Appeals
- Remuneration
- Complaints
- Premises

Other sub-committees may be established as necessary

**5.4 Policy for the delegation of the financial powers and duties of the Governing Body of Wootton Park School**

The Governing Body is constituted under the Articles of Association of the Northampton Free Schools Trust. The Governing Body is responsible for ensuring that high standards of corporate governance are established and maintained. It should exercise its powers and functions fulfilling a strategic leadership role in the running of the School, addressing such matters as:

- Policy development and strategic planning, including target-setting to keep up momentum on school improvement;
- Ensuring sound management and administration of the School, and ensuring that managers are equipped with relevant skills and guidance;
- Ensuring compliance with legal requirements;
- Establishing and maintaining a transparent system of prudent and effective internal controls;
- Management of the School’s financial, human and other resources
- Monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- Helping the School be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- Setting the School’s standards of conduct and values;
- Assessing and managing risk (including preparation of a statement on the School’s risk management for its annual report and accounts).

Specific issues the Governing Body will oversee include:

- Recommending to and securing the approval of the Trust to the School's Development Plan;
- The delivery of the School’s Development Plan
- Approving specific policies developed by committees (e.g. related to curriculum, procurement, risk management etc);
- Recommending the School Budget and Medium Term Financial Plan for approval to the Trust
- Determining levels of expenditure to be approved by the Governing Body itself (e.g. committing to contracts over certain values), and levels to be delegated through the procurement policy;
- Determining employees' terms and conditions (within the constraints of TUPE) and remuneration;
- Approving the annual report and accounts;
- Approving accommodation proposals;
- Decisions involving controversial, significant or unusual discretion.

Some Governing Body decisions will be delegated to committees or individuals. To ensure sound financial control, this policy statement specifies the decisions of the full Governing Body with regard to which financial functions it chooses to delegate to a committee and those to an individual. Where decision-making has been delegated, all decisions taken will be properly recorded for reporting to the Governing Body as and when it requires.

The policy takes into account all relevant statutes, regulations and legislation.

Governors will not incur any personal liability in respect of anything done honestly, reasonably and in good faith in exercising their power to spend the School’s approved Budget, or delegating that power to the Principal. The Governing Body is responsible for all actions taken in its name by individuals or committees to which it has delegated functions and decision making. Where the Principal delegates decisions to other members of staff, the Principal remains accountable to the Governing Body.

The Governing Body and the Trustees will review this policy annually.

Signed: ..... Dated: .....  
Chair of Governors



## 5.5 Terms of Reference for the Governing Body

- To agree governance arrangements consistent with the Governing Body's accountability and responsibilities to the Trust.
- To appoint new Trustees where appropriate, subject to ratification by the Trust. Staff and parent governors are to be appointed pursuant to a process of election by the relevant constituency.
- To hold at least three Governing Body meetings a year.
- To recommend the appointment or removal of the Chair and Vice Chair to the Trust.
- To appoint or remove a Clerk to the Governing Body.
- To establish the committees of the Governing Body and their terms of reference.
- To ratify the appointment of the Chair of each Committee as recommended by each Committee.
- To appoint or remove a Clerk to each committee.
- To suspend a Trustee
- To determine the functions of the Governing Body to be delegated to committees and individuals.
- To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary.
- To recommend the School Development Plan to the Trust for approval each year.
- To recommend the first budget plan for each year and the Financial Plan for the subsequent two years to the Trust for approval on a timescale to be set by the Trust.
- To approve the annual Statement of Accounts and Annual Governance Statement
- To approve all designated policies and to ensure a formal review of each policy is undertaken as necessary but no less frequently than bi-annually.
- To review the delegation arrangements annually.
- The clerk to the Governing Body will circulate an agenda for each meeting and papers at least a week before each meeting.

## 5.6 Terms of reference for committees of the Governing Body

The terms of reference of each committee of the Governing Body must be approved by the Governing Body and reviewed each year. They provide the framework within which each committee operates. All Governors will serve on at least one committee.

- Each committee will comprise Trustees representative of the categories which form the Governing Body. The Principal is an ex-officio member of each committee.
- The membership of each committee will be agreed on an annual basis at the first meeting of the whole Governing Body in the autumn term.
- The Chair of each committee is elected by the Governing Body on an annual basis at the first meeting of the Governing Body in the autumn term. No Trustees employed at the School will act as chair to the committee. In the absence of the chair, the committee will elect a chair for the meeting from among the Trustees present at the committee meeting.
- The clerk of the committee is appointed by the Governing Body.
- In the absence of the chair or clerk, the committee will elect a replacement for the meeting.
- The quorum for each committee is fixed at three Trustees who are members of each committee.
- Each committee will meet as often as is necessary to fulfil its responsibilities and at least once each term in accordance with the timetable
- The clerk to the committee will circulate an agenda for each meeting and papers at least a week before the committee meeting.
- Attendance at each committee meeting, issues discussed, recommendations and decisions will be recorded. The written record will be forwarded to the Clerk to the Governing Body in sufficient time for its inclusion on the agenda and papers of the next meeting of the Governing Body. This is to meet statutory requirements, provide information to the Governing Body and to seek approval to recommendations.
- The Chair of the committee will be responsible for giving an oral summary of the committee's deliberations at each meeting of the Governing Body.
- Each committee is authorised to invite attendance at its meetings from persons to assist or advise on a particular matter or range of issues, including parents and members of the School staff who are not Trustees.
- Only Trustees who are members of the committee may vote at committee meetings. Where necessary, the elected chair of the committee may have a casting vote.

- In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of any of the committees, the chair of the governors, in consultation with the Principal and chairs of the committees, will take appropriate action. The decisions taken and the reasons for urgency will be reported in writing at the next meeting of the Governing Body.

### **5.6.1 Finance and Operations Committee (including sub committees)**

#### **Terms of Reference**

The Committee will recommendations to the Governing Body on

- Governance framework
- Annual Budget and Medium Term Financial Plan;
- Legal matters
- Remuneration (supported by a separate sub-committee)
- Estates Strategy
- HR strategy
- IT strategy

The activities of the Committee will include the following:

#### **Governance Framework**

- Developing and keeping under review the Corporate Governance framework
- Recommending the Annual Governance statement to the Governing Body for approval
- Developing a Risk Management Policy for approval
- Consider and respond appropriately to recommendations made by the auditors. by the Governing Body and exercising oversight on its implementation;
- Respond to advice from the Audit Committee.
- Undertake a review at the end of each academic year of the Committee's effectiveness, including an assessment of success in achieving priorities, and making recommendations to the Governing Body on Committee membership, terms of reference, delegated powers and priorities for the coming year.

#### **Finance**

- Review current spending and income trends and patterns to inform development of following years draft budget proposals and Medium term Plan aligned to priorities in the School Improvement Plan and make recommendations to the Governing Body.
- To review at each of its meeting the latest financial statement and report from the Principal on the delivery of the agreed Budget and Capital programme. To scrutinise any anomalies and review delegated virement decisions and to agree and commission any necessary remedial action.
- To agree a financial report for consideration of the Governing Body at its next meeting.
- Report to the Governing Body any decisions made in accordance with powers delegated by the Governing Body. Including decisions made on School assets including and changes to the asset register.
- Oversight and scrutiny of Value for Money secured through the revenue and capital budgets
- Monitor compliance with Governing Body and DFE Academy Finance requirements.
- Oversee the management of all voluntary funds held on behalf of the Governing Body.
- Oversee compliance with all relevant financial and legal regulations, in particular in relation to the Academies Financial Handbook and Funding Agreement
- To keep under review the School's financial procedures and practices
- To adhere to all requirements of the current version of the Academies Financial Handbook
- Where possible to benchmark the School's financial performance using information provided by partner schools, Auditors and other sources in order to assure value for money

#### **Legal**

- To review any legal matters that may arise reporting findings to the next meeting of the Governing Body

#### **Remuneration**

- To advise the Governing Body on all matters relating to the Remuneration, Statement of Particulars and Conditions of Service for all staff, advised by recommendations from the Remuneration sub -committee

### **Estates Strategy**

- To develop and recommend to the Governing Body and Estates strategy and to oversee delivery
- To review the Strategy annually

### **HR Strategy**

- To develop and recommend to the Governing Body a HR strategy and to oversee delivery
- To review the strategy annually

### **Staffing**

- To establish a framework for the pay and conditions of service of all staff. In connection with this to review model procedures for recruitment and appointment, promotion, grading, suspension, dismissal, disciplinary and grievance procedures, redundancy of staff, appraisal and other policies as appropriate in order to make recommendations to the Governing Body.
- Consider the budget implications of pay awards, and make recommendations to the Governing Body.
- Receive, review and comment on a bi-annual annual report on the staff performance management system and its impact on learning.
- Consider progress on personnel-related aspects of the School improvement plan and post OFSTED action plan, including staffing structure.

### **IT Strategy**

- To develop and recommend to the Governing Body an IT strategy and to oversee delivery
- To review the strategy annually

### **Marketing and Publicity**

- To develop and recommend to the Governing Body a Marketing and Publicity strategy and to oversee delivery
- To review the strategy annually

### **Health and safety including premises**

- Review the School risk assessments relating to health and safety and make recommendations to the Governing Body.
- Keeping building plans and maintenance under review.
- Review policies on issues relating to Finance, Staffing and Buildings, including Health & Safety, and (in consultation with the Principal) make recommendations to the Governing Body.
- Review of all statutory policies in consultation with the Principal make recommendations to the Governing Body.
- To receive regular reports on the maintenance, refurbishment, repair and energy costs of running the school.

### **Remuneration sub-committee**

A remuneration sub-committee will be established to undertake the following:

- To make recommendations to the Finance and Operations Committees on a framework for determining the remuneration of the staff
- To establish and negotiate the statement of particulars and conditions of service for senior staff.
- Senior staff salaries should be reviewed annually and at other times as deemed appropriate. This sub-committee has delegated powers to negotiate and make pay awards to senior staff taking into account national settlements, performance, Government guidelines and taking into account the financial circumstances of the College.

This committee does not have responsibility for the appointment or dismissal of staff. This remains a responsibility of the Governing Body.

## **5.6.2 Teaching and Learning Committee**

### **Terms of Reference**

The Committee make recommendations to the Governing Body to teaching and learning, especially relating to standards, curriculum, teacher training and development, recruitment, safeguarding and SEN. The Governing Body will take all decisions concerning the adoption and implementation of these recommendations.

The activities of the committee will include the following:

- To develop each year the draft Development Plan for consideration by the Governing Body;
- To develop draft teaching and learning policies for approval by the Governing Body.
- To annually review proposals for the development of the curriculum
- To develop and recommend to the Governing Body a Community Engagement to oversee delivery
- To review the strategy annually
- To receive regular progress reports on the standards being achieved by all pupils across the school (in line with internal and external testing arrangements).
- To review at the first meeting of the academic year, external examination and test results and to approve the school's action plan for raising standards further.
- At each meeting to focus on specific year groups across the school and to look at the actions the school is taking to improve the learning of pupils identified at risk of not achieving the standards expected of them.
- To challenge the school staff in relation to the analysis of learner progress and to endorse and recommend early intervention strategies.
- To receive at each meeting a brief report on a curriculum area such that over time each curriculum leader has had an opportunity to present to the committee on the work being undertaken.
- To review and agree draft teaching and learning policies for approval by the full Governing Body.
- To participate in the appointment of staff at the school.
- To review and monitor the school's framework for professional development against the school improvement plan and identified needs.
- To appoint members to;
  - a) A staffing stage 1 committee to hear disciplinary/grievance appeal
  - b) A disciplinary committee in relation to pupil behaviour
  - c) An admissions appeals committee as and when required.
- To review admission arrangements and make recommendations to the Governing Body.
- To approve and review the school's policies for safeguarding the well being of pupils.
- To approve the school trips policy and to receive regular reports on activities that have taken place.
- To approve the special needs policy and to receive an annual report on progress in this area of the school's work.

One member of the committee will act as the member of the Governing Body with responsibility for child protection and safeguarding. Another will act as the Governor with responsibility for the oversight of pupils with special and additional needs.

### **5.6.3 Other sub- committees**

#### **Audit sub-committee**

To support the Governing Body to discharge their responsibilities by providing independent assurance on the adequacy of their corporate governance, risk management arrangements and the associated control environments and the integrity of financial statements and reporting.

#### **Frequency of Meetings**

- a) Meetings shall be held at least four times each year, timed to align with the financial reporting cycle.
- b) Extra-ordinary meetings can held for specific purposes at the discretion of the Chair.
- c) Auditors may request the Chair to call a meeting if they consider one is necessary.

#### **Protocols for Meetings**

- a) Agenda and supporting papers will be circulated to members at least five working days prior to any meeting.
- b) Minutes shall be prepared and distributed to members of the Committee, regular attendees and the Principal within 10 working days of the meeting.

- c) The Chair of the Committee shall draw to the attention of the Chair of Governors and Principal any issues that require disclosure or require executive action

#### **Attendance at Meetings**

- a) The Committee may invite any person to attend its meetings.
- b) The Principal shall normally attend, or be represented at each meeting of the Committee.

#### **Authority**

- a) The Committee is authorised to:
- ✓ investigate any activity within its terms of reference;
  - ✓ seek any information it requires from any employee;
  - ✓ obtain outside legal or other independent professional advice;
  - ✓ secure the attendance of outsiders with relevant experience and expertise if it considers this necessary;
  - ✓ undertake training of its new members as required.
- b) All employees are directed to co-operate with any request made by the Committee.
- c) The Committee may only make decisions within the remit set out in these Terms of Reference. The Committee has no authority to reverse decisions made by the Governing Body of Principal. It has no authority to incur expenditure.

#### **Sub Committee Duties**

##### **A Corporate Governance, Risk Management, Internal Control and the Regulatory Framework**

To support the Governing Body and Principal in ensuring effective governance arrangements are in place and are functioning efficiently and effectively, across the whole of the School's activities, making any recommendations for improvement.

Specific annual activities of the Committee will include:

- a) Review of corporate governance arrangements;
- b) Consideration of the framework of assurances to assess if it adequately reflects the School's priorities and risks;
- c) Consideration of the processes for assurances that support the Annual Governance Statement;
- d) Consideration of VFM arrangements and review of assurances;
- e) To review any issue referred to it by the Governing Body or Principal and to make recommendations as appropriate;
- f) To monitor the effective development and operation of risk management and to make recommendations as appropriate;
- g) Consider reports on the effectiveness of internal controls and monitor the implementation of agreed actions.

##### **B External Financial Reporting**

To scrutinise the draft statements of accounts and annual governance statements prior to approval by the Governing Body and publication. The Committee will challenge where necessary the actions and judgements of management, and make any recommendations as appropriate, to ensure the integrity of the statements.

##### **C External Audit**

The Committee shall review and monitor External Audit's independence and objectivity and the effectiveness of the audit process.

##### **D Other Assurance Functions**

The Committee shall review the findings of other significant assurance functions, both internal and external to the organisation.

- A summary of the role of the Committee
- The names and qualifications of all members of the Committee during the period
- The number of Committee meetings and attendance by each member; and
- The way the Committee has discharged its responsibilities
- An assessment of the Committee's performance against its plan and terms of reference;
- An assessment of Internal and external Audit

**All Trustees will receive training to ensure that they have the correct skills to be able to carry out their individual (Link Governor) role and the professional disciplines associated with the roles of each committee.**

## 6 Roles and Responsibilities

### 6.1 Chair of Governors – Job Description

The role of the chair is not described in legislation. However, it is a school leadership role; a critical one required to ensure effective governance. The chair leads the governing board, ensuring it fulfils its functions well.

*‘It is only when you become aware of the range, scope, and incredible responsibility of the job that you realise there is an almost limitless opportunity to be ineffective, unless you are totally clear about how you are going to set about it.’*

*Sir John Harvey Jones*

The chair is first among equals but has no defined individual power. The board of governors is a corporate entity; the power and authority rests with the governing board as a whole.

The chair will facilitate the governing board working as a team to challenge, support and contribute to the strategic leadership of the school. As well as a leader, the chair will at time be a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach.

The chair will also have involvement in other particular tasks, such as complaints and will visit the school often to meet with the head.

#### **The chair will build an effective team by:**

- ensuring the team has the range of skills required to carry out its role;
- ensuring all Governors/Directors understand their role;
- encouraging all Trustees to undertake appropriate training, especially induction training for anyone new to governance;
- ensuring that governors feel valued, and encourage their development;
- setting the culture of the governing board, balancing and valuing both the support and challenge elements;
- delegating roles and tasks, ensuring all governors are fully involved;
- being willing to let others take the lead according to the situation and others’ particular strengths;
- giving clear lead in evaluating the governing board’s work and his/her own;
- having courageous conversations with Trustees who are not contributing positively to the team.

#### **The chair will:**

- work in partnership with the Principal, developing a professional relationship by providing regular contact, appropriate support, encouragement, and challenge;
- work closely with the vice chair to ensure that he/she is fully informed at all times;
- ensure all Trustees concentrate on their strategic role, receive information fit for purpose, and hold the Principal to account;
- where required, represent the governing board in its dealings with external parties, and be an advocate for the school;
- ensure the governing board has set a performance management policy and culture that drives continuing professional development (CPD) and school improvement;
- chair the GB team that undertakes the Principal’s annual appraisal;
- ensure the governing board is equipped to recruit senior leaders and that the Principal is equipped to recruit other staff.

#### **The chair will also:**

- in co-operation with the clerk, establish effective working procedures and committee structures;
- ensure that the governing board meets all its legal responsibilities, while continuing to focus on its three core functions;
- chair governing board meetings effectively, ensuring that all Governors/Directors have the opportunity to contribute while completing the business in a timely fashion;
- make decisions only in cases of emergency, and keep the governing board fully informed.

The chair will promote a culture of continuous evaluation and aspiration for improvement. He/she will eliminate defensiveness and complacency. He/she will also ensure that the governing board has the information they require to fulfil its functions.

### 6.2 Vice Chair of Governors – Job Description

Every governing board has a vice chair who can step in for the chair. When the vice chair acts as chair, he/she has the same role, the same casting vote and the same responsibility to act in tune with the wishes of the governing board.

The role of vice chair offers plenty of scope for the development of leadership skills, and could be involved in a number of ways, such as:

- taking on specific responsibility – for example, committee chair or development of governors;
- chairing particular agenda items or some full governing board meetings;
- acting as a mentor for new Trustees;
- being part of the team that undertakes the head’s annual appraisal (especially when the chair is not involved);
- ensuring Trustees’ participation in and between meetings;
- being seen in school regularly, attending school functions, being accessible to other Trustees, staff and parents and meeting governors from other schools;
- deputising for the chair in his/her absence;
- listening and being a critical friend to the chair.

The vice chair must work closely with the chair to ensure that he/she is fully informed at all times.

### **6.3 Governors – Job Description Key roles:**

- to ensure clarity of vision, ethos and strategic direction;
- to hold the Principal to account for the educational performance of the school and its pupils, and the performance management of staff;
- to oversee the financial performance of the school and make sure its money is well spent .

### **Important duties:**

- to determine how the school’s budget is spent;
- to assist in appointment and dismissal of staff;
- to hear appeals and grievances;
- to form policy on school’s curriculum and collective worship;
- to set standards for pupils’ behavior and discipline;
- to make sure school buildings are welcoming and safe;
- to set and monitor the school’s aims and policies;
- to agree the school improvement strategy;
- to performance appraise the Principal;
- to sign off the self-evaluation process and respond to Ofsted reports as necessary.

### **The expectations of individual Trustees:**

- to enhance the work of the governing body to enable a strong focus on raising standards, so that every child achieves their potential;
- to demonstrate their commitment by getting to know the school and becoming involved in school life and activities;
- to take personal responsibility for their ongoing training and development;
- to prepare for meetings so they are well informed, having at minimum read all of the papers sent out with the agenda;
- to attend meetings (board of governors/committees/working groups) and play an active part;
- to support the school with parents and in the community;
- to recognize the corporate status of the governing board and the concept of collective responsibility;
- to respect confidentiality and the need to act with circumspection.
- To abide by the 7 principals of public life

**Note** – Trustees are expected to undertake an enhanced DBS check, an ID verification check and a Counter Extremist check. Details of how to complete the checks are held by the Clerk to the Governing Body.

### **Code of Conduct for individual Governors:**

A Governor should:

- a) support the aims and objectives of the school and to promote the interests of the school and its pupils in the wider community
- b) work co-operatively with other Governors in the best interests of the school
- c) acknowledge that differences may arise in discussion of issues but, when a majority decision of the Governing Body prevails, it should be supported
- d) base his or her view on matters before the Governing Body on an honest assessment of the available facts, unbiased by partisan or representative views
- e) acknowledge that as an individual Trustee he or she has no legal authority outside the meetings of the Governing Body and its committees

- f) understand that an individual Trustee does not have the right, other than through the chairman and the Governing Body's agreement, to make statements or express opinions on behalf of the board
- g) resist any temptation or outside pressure to use the position of Governor to benefit himself, herself or other individuals or agencies
- h) declare openly and immediately any personal conflict of interest arising from a matter before the Governing Body or from any aspect of Governing Body membership
- i) respect the confidentiality of those items of business which the Governing Body decides from time to time should remain confidential
- j) take or seek opportunities to enhance his or her effectiveness as a Governor through participation in training and development programmes and by increasing his or her own knowledge of the school
- k) give priority, as far as practicable, to attendance at meetings of the Governing Body and its committees
- l) have regard to the 7 principles relating to holders of public offices; and have regard for the broader responsibilities of a public institution including the need to promote public accountability for the actions and performance of the Governing Body.

#### 6.4 Accounting Officer – Job Description

Each academy trust **must** designate a named individual as its accounting officer. The individual **must** be a fit and suitable person for the role. In Trusts comprising a single academy this should be the principal. The appointment of an accounting officer does not remove the responsibility of trustees, both individually and as a board, for the proper conduct and financial operation of the trust.

The role of accounting officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to EFA's accounting officer, and in turn to the DfE's Principal Accounting Officer for the financial resources under the trust's control.

Accounting Officers **must** be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly:

- Regularity – dealing with all items of income and expenditure in accordance with legislation, the terms of the trust's funding agreement and this handbook, and compliance with the trust's internal procedures. This includes spending public money for the purposes intended by Parliament;
- Propriety – the requirement that expenditure and receipts should be dealt with in accordance with Parliament's intentions and the principles of parliamentary control. This covers standards of conduct, behaviour and corporate governance; and
- Value for money – this is about achieving the best possible educational and wider societal outcomes, within the trust's objects, through the economic, efficient and effective use of resources, the avoidance of waste and extravagance, and prudent and economical administration. A key objective is to achieve value for money not only for the trust but for taxpayers generally.

The accounting officer **must** complete and sign a statement each year demonstrating how the trust has secured value for money, using the published template. Trusts **must** send it to EFA by 31 December, and publish it on the trust's website by the end of January following the financial year to which the statement relates. EFA will also publish these statements.

The accounting officer **must** also complete and sign a statement on regularity, propriety and compliance each year and submit this to EFA with the audited accounts.

Whilst the trust's accounting officer is accountable for the trust's financial affairs, for keeping proper financial records, and for the management of opportunities and risks, the delivery of the trust's detailed accounting processes will be delegated to a chief financial officer, who will perform the role of finance director, business manager or equivalent.

The accounting officer **must** take personal responsibility (which **must not** be delegated) for assuring the board that there is compliance with the handbook and the funding agreement. The accounting officer **must** advise the board in writing if, at any time, in his or her opinion, any action or policy under consideration by them is incompatible with the terms of the articles, funding agreement or this handbook.

Similarly, the accounting officer **must** advise the board in writing if the board appears to be failing to act where required to do so by the terms and conditions of the handbook or funding agreement. Where the board of trustees is minded to proceed, despite the advice of the accounting officer, the accounting officer **must** consider the reasons the board gives for its decision. If, after considering those reasons the accounting officer still considers that the action proposed by the board is in breach of the articles, the funding agreement or this handbook, the accounting officer **must** notify EFA's accounting officer immediately, and in writing.

The principal or chief executive should be appointed as accounting officer, under the guidance of the board, and **must** have appropriate oversight of financial transactions, by:



- Ensuring that all the academy trust's property is under the control of the trustees, and measures are in place to prevent losses or misuse, including maintenance of fixed asset registers;
- Ensuring that bank accounts, financial systems and financial records are operated by more than one person; and
- Keeping full and accurate accounting records; and preparing accruals accounts, giving a true and fair view of the trust's use of resources, in accordance with existing accounting standards.

### **6.5 Chair of Finance and Resource Committee – Job Description**

The Chair of the Finance and Resource Committee responsibilities are to ensure the committee does its job.

Specific duties of the chair include:

1. Serving as the principal liaison between the committee and the full board of governors
2. Working with the clerk to the Governing body and School Business Manager to set an agenda for each committee meeting,
3. Notifying Trustees about the meeting,
4. Ensuring handouts and reports are prepared and sent to committee members in advance.

The presence of a fully engaged Finance and Resource committee is a strong indication that the Academy Trust is committed to good stewardship and is actively building and preserving the financial resources necessary to support the accomplishment of its mission, both for the short and the long term.

### **6.6 School Business Manager – Job Description**

#### **Main Purpose of Job**

1. The School Business Manager is the school's leading support staff professional and works as part of the Senior Team to assist the Head Teacher in his/her duty to ensure that the school meets its educational aims.
2. The School Business Manager is responsible for providing professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.
3. The School Business Manager promotes the highest standards of business ethos within the administrative function of the school and strategically ensures the most effective use of resources in support of the school's learning objectives.
4. The School Business Manager is responsible for the Financial Resource Management/Administration Management/Management Information and ICT/Human Resource Management/Facility & Property Management/ Health & Safety Management of the School.

#### **General Duties**

##### Leadership & Strategy

1. Attend Senior Management/Leadership Team, full Governing Body and Finance and Resource committee
2. Negotiate and influence strategic decision making within the school's Senior Management/Leadership Team
3. In the absence of the Head Teacher, take delegated responsibility for Financial and other decisions
4. Plan and manage change in accordance with the school development/strategic plan.
5. To lead and manage all school support staff

##### Financial Resource Management

1. Evaluate information and consult with the Senior Team and Governors to prepare a realistic and balanced budget for school activity
2. Submit the proposed budget to the Head Teacher and Governors for approval and assist the overall financial planning process
3. Discuss, negotiate and agree the final budget
4. Use the agreed budget to actively monitor and control performance to achieve value for money
5. Identify and inform the Head Teacher and Governors of the causes of significant variance and take prompt corrective action
6. Propose revisions to the budget if necessary, in response to significant or unforeseen developments
7. Provide ongoing budgetary information to relevant people
8. Advise the Head Teacher and Governors if fraudulent activities are suspected or uncovered
9. Maintain a strategic financial plan that will indicate the trends and requirements of the school development plan and will forecast future year budgets
10. Identify additional finance required to fund the school's proposed activities
11. Seek and make use of specialist financial expertise
12. Maximise income through lettings and other activities
13. Select types of investments, which are appropriate for the school, taking account of risks, views of stakeholders and identify possible and suitable providers in order to maximise return.
14. Present timely and fully costed proposals, recommendations or bids

15. Put formal finance agreements in place with suitable providers for agreed amounts, at agreed times and appropriate agreed costs and repayment schedules
16. Monitor the effectiveness and implementation of agreements

#### Administration Management

1. Manage the whole school administrative function and lead all support staff.
2. Design and maintain administrative systems that deliver outcomes based on the school's aims and goals
3. Manage systems and link processes that interact across the school to form complete systems
4. Define responsibilities, information and support for staff and other stakeholders
5. Develop process measures that are affordable and that will enable value for money decisions for those managing resources
6. Establish and use effective methods to review and improve administrative systems
7. Use data analysis, evaluation and reporting systems to maximum effect by ensuring systems are streamlined to maximise efficiency and avoid duplication
8. Benchmark systems and information to assess trends and make appropriate recommendations
9. Prepare information for publications and returns for the EFSA, DfE, LA and other agencies and stakeholders within statutory guidelines.

#### Management Information Systems & ICT

1. Consider approaches for existing use and future plans to introduce or discard technology in the school
2. Consult with relevant people and other parties to introduce new technology or improve existing technology for different purposes
3. Ensure that the school has a strategy for using technology aligned to the overall vision and plans for the school ensuring value for money
4. Communicate the strategy and relevant policies, including Data Protection for use of technology across the school
5. Establish systems to monitor and report on the performance of technology within the school
6. Ensure resources, support and training are provided to enable work colleagues to make the best use of available ICT including teaching, learning and assessment systems
7. Ensure contingency plans are in place in the case of technology failure
8. Ensure data collection systems providing information to stakeholders are streamlined to maximise efficiency of the data supplied

#### Human Resource Management

1. Manage the payroll services for all school staff including the management of pension schemes and associated services.
2. Ensure the school's equality policy is clearly communicated to all staff in school
3. Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements
4. Manage recruitment, performance management, appraisal and development for all support staff.
5. Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your school and staff
6. Ensure people have a clear understanding of the policies and procedures and the importance of putting them into practice
7. Monitor the way policies and procedures are actioned and provide support where necessary
8. Seek and make use of specialist expertise in relation to HR issues
9. Evaluate the school's strategic objectives and obtain information for workforce planning
10. Identify the types of skills, knowledge, understanding and experience required to undertake existing and future planned activities

#### Facility & Property Management

1. Ensure the supervision of relevant planning and construction processes is undertaken in line with contractual obligations
2. Ensure the safe maintenance and security operation of all school premises
3. Manage the maintenance of the school site including the purchase and repair of all furniture and fittings
4. Ensure the continuing availability of utilities, site services and equipment
5. Follow sound practices in estate management and grounds maintenance
6. Monitor, assess and review contractual obligations for outsourced school services
7. Ensure a safe environment for the stakeholders of the school to provide a secure environment in which due learning processes can be provided
8. Ensure ancillary services e.g. catering, cleaning, etc., are monitored and managed effectively
9. Manage the letting of school premises to external organisations, for the development of the extended services and local community requirements.
10. Seek professional advice on insurance and advice the SMT on appropriate insurances for the school and implement and manage such schemes accordingly.

#### Health & Safety

1. Act as the school's Health & Safety Co-ordinator and Fire Officer.
2. Plan, instigate and maintain records of fire practices and alarm tests.

3. Ensure the school's written health & safety policy statement is clearly communicated and available to all people
4. Ensure the health & safety policy is implemented at all times, put into practice and is subject to review and assessment at regular intervals or as situations change
5. Enable regular consultation with people on health and safety issues
6. Ensure systems are in place to enable the identification of hazards and risk assessments
7. Ensure systems are in place for effective monitoring, measuring and reporting of health and safety issues to the Senior Team, Governors and where appropriate the Health & Safety Executive
8. Ensure the maximum level of security consistent with the ethos of the school
9. Oversee statutory obligations are being met for pupils with special educational needs, ensuring that financial and supporting agency services are adequate for their diverse needs

## 6.7 Clerk to the Governing Body – Job Description

### Main purpose of role is to:

- ✓ Provide advice to the governing body on governance, constitutional and procedural matters. The new regulations require governing bodies to have regard to advice from the clerk in regards to exercising the governing body functions.
- ✓ Provide effective administrative support to the governing body and its committees.
- ✓ Ensure the governing body is properly constituted.
- ✓ Manage information effectively in accordance with legal requirements.

### Main responsibilities and tasks

#### Provide advice to the governing body

The clerk to the governing body will:

- ✓ Advise the governing body on governance legislation and procedural matters where necessary before, during and after meetings;
- ✓ Act as the first point of contact for governors with queries on procedural matters;
- ✓ Have access to appropriate legal advice, support and guidance, and where necessary seek advice and guidance from third parties on behalf of the governing body;
- ✓ Inform the governing body of any changes to its responsibilities as a result of a change in school status or changes in the relevant legislation;
- ✓ Offer advice on best practice in governance, including on committee structures and self-evaluation;
- ✓ Ensure that statutory policies are in place, and are revised when necessary, with the assistance of staff;
- ✓ Advise on the annual calendar of governing body meetings and tasks;
- ✓ Send new governors induction materials and ensure they have access to appropriate documents, including any agreed Code of Practice; and
- ✓ Contribute to the induction of governors taking on new roles, in particular chair or chair of a committee.

#### Effective administration of meetings

The clerk to the governing body will:

- ✓ With the chair and Principal prepare a focused agenda for the governing body meeting and committee meetings;
- ✓ Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required by legislation or other regulations;
- ✓ Ensure meetings are quorate;
- ✓ Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting;
- ✓ Draft minutes of governing body meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the chair and (if agreed by the governing body), the Principal
- ✓ Circulate the reviewed draft to all Trustees (members of the committee), the Principal (if not a governor) and other relevant body, such as the local authority/diocese/foundation/trust as agreed by the governing body and within the timescale agreed with the governing body; and
- ✓ Follow-up any agreed action points with those responsible and inform the chair of progress.

### Membership

The clerk to the governing body will:

- ✓ Advise Trustees and appointing bodies in advance of the expiry of a governor's term of office, so elections or appointments can be organised in a timely manner;
- ✓ Chair that part of the meeting at which the chair is elected, giving procedural advice concerning conduct of this and other elections;
- ✓ Maintain a register of governing body pecuniary interests and ensure the record of governors' business interests is reviewed regularly and lodged within the school;
- ✓ Ensure Disclosure and Barring (DBS) has been carried out on any governor when it is appropriate to do so;
- ✓ Maintain a record of training undertaken by members of the governing body; and
- ✓ Maintain governor meeting attendance records and advise the chair of potential disqualification through lack of attendance.
- ✓ Advise the governing body on succession planning (of all roles, not just the chair.)

### **Manage Information**

The clerk to the governing body will:

- ✓ Maintain up to date records of the names, addresses and category of governing body members and their term of office, and inform the governing body and any relevant authorities of any changes to its membership;
- ✓ Maintain copies of current terms of reference and membership of any committees and working parties and any nominated governors e.g. Child-protection, SEND.
- ✓ Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings;
- ✓ Maintain records of governing body correspondence; and
- ✓ Ensure copies of statutory policies and other school documents approved by the governing body are kept in the school and published as agreed, for example, on the website.

### **Personal Development**

The clerk to the governing body will:

- ✓ Undertake appropriate and regular training and development to maintain his/her knowledge and improve practice;
- ✓ Keep up-to-date with current educational developments and legislation affecting school governance;
- ✓ Participate in regular performance management.

### **Additional Services**

The clerk may be asked to undertake the following additional duties:

- ✓ Clerk any statutory appeal committees/panels the governing body is required to convene: if the clerk is not contracted to set up and clerk these panels, the governing body will have to make an alternative arrangement;
- ✓ Assist with the elections of parent and staff governors;
- ✓ Participate in, and contribute to the training of Trustees in areas appropriate to the clerking role;
- ✓ Maintain a file of relevant Department for Education (DfE), guidance documents;
- ✓ Maintain archive materials;
- ✓ Prepare briefing papers for the governing body, as necessary;
- ✓ Conduct skills audits and advise on training requirements and the criteria for appointing new Trustees relevant to vacancies;
- ✓ Perform such other tasks as may be determined by the governing body from time to time.

7 **Board of Governors Delegation Planner**

<b>Board of Governors Delegation Planner</b>		<b>Members</b>	<b>Governing Body</b>	<b>GB Sub Committee</b>	<b>Principal</b>
<b>School Budgets</b>					
1.	To approve the first formal budget each financial year	1 / 2	✓	✓	
2.	To prepare & seek approval of the first formal budget plan each financial year	3			Finance
3.	To review termly/half-termly/monthly budget monitoring reports	3			Finance
4.	To determine financial reporting arrangements	3			Finance
5.	To prepare budget monitoring reports and to ensure that financial information is circulated in advance of the termly governors meeting	4			✓
6.	To review a termly budget position statement - Including a statement of any budget virement decisions made by the Principal or others under delegated powers	2			Finance
7.	To report to Audit Committee on actions taken in response to any audits undertaken	3			Finance
8.	To report to EFA on the intended use of surplus balances	3			Finance
9.	To agree annually the appointment of a school/private fund auditor and to receive annually the audited accounts of the fund within 4 months of the financial year end.	2		✓	
10.	To investigate financial irregularities	3			Finance
11.	To authorize opening of any bank account	3			Finance
12.	To incur financial commitments and spend in accordance with the budget plan and school's FSDs - please refer to the school's FSD document.	4			✓
13.	To set budget vehement limits above which governing body approval is required.	2		✓	
14.	To exercise budget virement decisions	4			✓
15.	To receive, open and accept tenders for contracts above a value set by the Trust as per the EFA financial regulations and procurement standards.	3			Finance
16.	To write off debts above £100	3			Finance
17.	To ensure conformity with The Finance Scheme and to finance regulations	3			Finance
18.	To oversee the requirements of the Data Protection Act	4			✓
19.	To comply with the requirements of the Data Protection Act	2		✓	
20.	Decide whether or not to request any optional delegations, if not already delegated	3			Finance
21.	Insurance, if delegated - approve any insurance arrangements	3			Finance

Board of Governors Delegation Planner			Members	Governing Body	GB Sub Committee	Principal
22.	To ensure compliance with EFA financial regulations on seeking competitive quotations and tenders and that adequate and appropriate insurance cover is provided.	4				✓
23.	Enter into contract (between £10.00 and OJEU threshold)	4				✓
24.	To set a charging and remissions policy	3			Finance	
	Enter into contracts above OJEU threshold	2		✓		
<b>Staffing</b>						
25.	To agree a policy for exercising the discretions available within the teachers' pay and conditions document and within the conditions of service of other staff and to ensure such action does not breach budget limits and as per school's equal opps. Policy	3			Finance	
26.	To determine the salary and benefits of the Principal	2		✓		
27.	To determine the salaries of the Vice Principal(s) and other staff on the leadership spine	2		✓		
28.	To ratify or not the a pay progression recommendations of all teachers under new pay policy	3		Pay Committee		
29.	To grant an extension of sick pay for up to three months	4				✓
30.	To authorise additional hours or overtime for non-teaching staff	4				✓
31.	To establish appointments panel including a panel for the selection of a Principal	1		✓		
32.	To establish appointments panel including a panel for the selection of a Head of Primary, Vice Principal and Assistant Principals when a vacancy arises.	4				✓
33.	To determine the staff complement for the school	3			Finance	
34.	To agree a policy for appointments panels in exercising the discretions contained in the teachers' pay and conditions document	3			Finance	
35.	To recommend to the Governing Body, for appointment as Principal, Vice Principal a candidate selected after interview.	3			Recruitment Panel	
36.	To approve, for appointment as Principal the person recommended by the selection panel	2		✓		
37.	To engage temporary and/or supply staff to cover vacancies, and absences within the available budget	4				✓
38.	To select teachers for appointment	4				✓
39.	To agree a policy for appointments / recruitment	3			T&L	
40.	To select senior non-teaching staff for appointment (Board of Directors to identify senior posts)	3			T&L	
41.	To select other non-teaching staff for appointment	4				✓

Board of Governors Delegation Planner			Members	Governing Body	GB Sub Committee	Principal
42.	To establish a policy for special leave of absence	3			T&L	
43.	To approve requests for special leave of absence with or without pay within the governing body's policy	4				✓
44.	To authorize release for training, conferences or other school business - including the Head of Primary	4				✓
45.	To approve timing of annual leave for certain non-teaching staff	4				✓
46.	To authorize time off for public and trade union duties	4				✓
47.	To establish and adopt discipline, capability and grievance procedures	3			T&L	
48.	To initiate formal disciplinary proceedings against an employee	4				✓
49.	To conduct a first or second stage disciplinary hearing	4				✓
50.	To hear any grievances brought by an employee at the first stage	4				✓
51.	To suspend an employee from work subject to informing the chair of governors	4				✓
52.	To lift a disciplinary suspension imposed on an employee	3			Disciplinary	
53.	To determine that an employee shall cease to work at the school ( <i>Must act through Staff Dismissal Committee</i> )	3			Disciplinary	
54.	To hear an appeal against dismissal ( <i>Must act through dismissal appeal committee</i> )	3			Disciplinary	
55.	To grant early retirement within the scope of regulations	3			T&L	
56.	To agree the level of premature retirement and/or redundancy compensation <b>over and above</b> that set out in the LA's guidance	3			Finance	
57.	To determine the existence of a redundancy situation	3			Finance	
58.	To extend service beyond normal retiring age	4				✓
59.	Recognition of trade unions	3			T&L	
60.	To undertake local consultation with school representatives of all recognised trade unions	4				✓
<b>Curriculum</b>						
61.	Ensure broad, balanced, inclusive and robust Curriculum taught to all pupils and to consider any disapplication for pupil(s)	3			T&L	
62.	To draft curriculum policy	4				✓
63.	To implement curriculum policy	4				✓
64.	To agree or reject and review curriculum policy	3			T&L	
65.	To be responsible for standards of teaching	4				✓

Board of Governors Delegation Planner			Members	Governing Body	GB Sub Committee	Principal
66.	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside the school day)	4				✓
67.	Responsibility for individual child's education	4				✓
68.	Provision of sex education - make and keep up to date a written policy	3			T&L	
69.	To prohibit political indoctrination and ensuring the balanced treatment of political issues	3 / 4			T&L	✓
70.	To draw up a charging and remissions policy for activities (non National Curriculum based) in consultation with the Trust	3			Finance	
<b>Performance Management</b>						
71.	To establish a Performance Management Policy	3			T&L	
72.	To implement the Performance Management Policy	4				✓
73.	To review annually the Performance Management Policy	3			T&L	
<b>Target Setting</b>						
74.	To set and publish targets for learner achievement – to be approved by the GB	4				✓
75.	To provide Governors with in year progress data	4				✓
76.	To provide Governors with reports on quality of teaching and learning	4				✓
77.	To provide stakeholders with reports on pupil premium spend and progress towards closing the gap.	4				✓
<b>Exclusions</b>						
78.	To decide on a discipline policy	2		✓		
79.	To exclude a learner for one or more fixed terms (not exceeding 45 days in total in a year) or permanently	4				✓
80.	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination (Can be delegated to chair/vice-chair in cases of urgency)	2		✓		
81.	To direct reinstatement of excluded learner	2		✓		
<b>Admissions</b>						
82.	To set an admissions policy in accordance with statutory regulations and EFA criteria	2		✓		
83.	To appeal against directions to admit learner(s)	4				✓
<b>Religious Education</b>						
84.	Responsibility for ensuring provision of RE in line with school's basic curriculum ( <i>all schools</i> )	3			T&L	



Board of Governors Delegation Planner		Members	Governing Body	GB Sub Committee	Principal
85.	Decision to provide RE in line with locally agreed syllabus	3		T&L	
<b>Collective Worship</b>					
86.	Principal shall ensure that all learners take part in a daily act of collective worship. The Governing Body also has similar duties.	4			✓
87.	To make application to the advisory councils, SACRE, concerning the requirements for collective worship ( <i>schools without a religious character</i> ) Principal must consult governing body	4			✓
88.	Arrangements for collective worship	4			✓
<b>Premises</b>					
89.	Buildings insurance and personal liability	3		Finance	
90.	Develop Academy Buildings Strategy - ( <i>including budgeting for repairs etc.</i> ) and Asset Management Plans	3		Finance	
91.	To approve procurement, adaptations and additions to school premises	3		Finance	
<b>Health and Safety</b>					
92.	To institute health and safety policy	3		Finance	
93.	To ensure health and safety issues are met	3		Finance	
94.	To consider health and safety and environmental health matters - including those relating to school meals (if delegated)	4			✓
<b>School Organization</b>					
95.	To draw up the school's instrument of government and any amendments thereafter	1	✓		
96.	To publish proposals to change category of school	2		✓	
97.	To take decisions within their remit affecting the future status of the school	1	✓		
98.	To draft School (post-Ofsted) Action Plan and distribute to parents	4			✓
99.	To decide any changes in school session times	2		✓	
100.	To review and monitor all statutory school policies	2		✓	
101.	To write statutory policies to present to Governing Body	4			✓
102.	To ensure provision of free school meals to those learners meeting criteria	4			✓
103.	To ensure pupil premium grant spent appropriately	4			✓
104.	To monitor use and impact of PP grant	3		Finance	
<b>Information for parents</b>					
105.	To prepare and publish school prospectus	4			✓
106.	To prepare and publish school website in accordance to Ofsted criteria	4			✓
107.	To provide information to be published by Governing Body	3		T&L	

Board of Governors Delegation Planner			Members	Governing Body	GB Sub Committee	Principal
<b>Governing Body Procedures</b>						
108.	To adopt and review home-school agreements	3			T&L	
109.	To publicise school's complaints procedure	3			T&L	
110.	To appoint and remove the Chair and Vice-Chair of Governors	1	✓			
111.	To appoint and dismiss the Clerk to the Governors	2		✓		
112.	To hold a Governing Body meeting termly	2		✓		
113.	To establish and maintain a register of Governor's Business interests	2		✓		
114.	To discharge duties in respect of pupils with special needs by appointing a "responsible person"	2		✓		
115.	To establish committees, working groups and delegation to individuals	2		✓		
116.	To regulate the Governing Body's procedures (where not set out in law)	1	✓			
117.	To review at least once a year the establishment, terms of reference and membership of committees, including selection panels	2		✓		
<b>Planning</b>						
117.	To prepare the school development plan including the school aims, budget forecasts, and medium term financial plan	4				✓
118.	To approve the school development plan including the school aims, budget forecasts, and medium term financial plan	2		✓		
119.	To plan the school's staffing establishment, structure and salary policy	3			Finance	
120.	To approve the school's staffing establishment, structure and salary policy	2		✓		
<b>Extended Schools</b>						
121.	To decide to offer additional activities and to what form these should take	4				✓
122.	To put in place additional services provided	4				✓
123.	To cease providing extended school provision	3			T&L	

## Recruitment of Governors

The majority of Governors will be appointed by the Members of the Trust, who are responsible for ensuring that there is an appropriate balance of skills, experience and expertise on the governing body at all times. All Trustee recruitment will be conducted through an open process following safer recruitment guidance.

When recruiting Governors, Members will bear in mind the principle of independence. Central to the recruitment process will be our core principle of community: members will aim to form a governing body which represents the views of the community as well as harnessing its capacity and talents to serve the school. Governor training will be available at all times to meet governors' needs, either by arrangement with the Local Authority, through specialist providers or through such bodies as NGA and NCSL.

Staff and parent representatives will be appointed during the first term of the school's opening. These governors will be co-opted from the staff and parent bodies. Our intention is that one parent representative will be elected from those children in the primary phase and one from those children in the secondary phase. In respect of staff governors, our intention is one will be elected from the teaching staff and one from the non-teaching staff. This balance will ensure that all members of the community have representation in and input to the school's Governing Body.

Governors will be drawn from the community, in accordance with the ethos of the School. The Members and Governors are members of the same community and have extensive contacts in education and business in the County. Members and Governors will be encouraged to consider their network of contacts for suitable individuals who are both able and willing to contribute to the role.

If vacancies remain unfulfilled an approach to the Schools Governors One Stop Shop (SGOSS) will be considered.

## 9. Training of Governors

In order to fully discharge its responsibilities, the Governing Body will include Trustees with at least the following skills/areas of expertise:

- ✓ Teaching
- ✓ School improvement
- ✓ Safeguarding
- ✓ Legal
- ✓ Accounting;
- ✓ HR/recruitment;
- ✓ capital works;
- ✓ Health & Safety;
- ✓ Children's services.

A skills audit will be undertaken as Governors are appointed to ensure that the Governing Body is formed with the expertise listed above.

All Trustees will be expected to undertake training appropriate to their individual needs and the needs of the school. The following training has been identified and is available via Northamptonshire County Council:

- ✓ New Governor Induction
- ✓ Improving Governance, learning from Ofsted
- ✓ Effective clerking
- ✓ Health and Safety
- ✓ Principal performance management
- ✓ Understanding finance
- ✓ Becoming Chair of Governor
- ✓ SEN Governor
- ✓ Preparing your school for Ofsted
- ✓ Data analysis

In addition a session for the whole Governing Body will be arranged to look at using data to monitor and challenge the staff of the school. This will also serve as a team building exercise and will enable the Governing Body to understand and interpret the full detail of the financial and performance data provided by the Principal.

An induction programme for each Trustee will be put in place to enable him/her to understand and learn about the school. Components will include:

- ✓ Welcome and tour of the school with member of staff/ pupils(in steady state)
- ✓ Meetings with groups of staff in linked curriculum area / area of interest
- ✓ Provision of introductory pack with all relevant information
- ✓ Meeting with Chairman of Governing Body and Principal identification of training needs buddying with an experienced governor
- ✓ planning the year ahead in terms of visits, etc.

## Training overview and facilitation

A Training Link Governor will be appointed to improve our capacity and capability.

### Safeguarding

A Safeguarding Link Governor will be identified and trained via the LA.

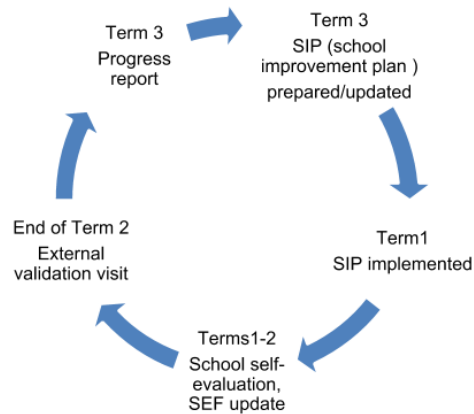
### Safer Recruitment

A Safer Recruitment Link Governor will be appointed to assist the Principal with upcoming teacher recruitment. Governor has recently completed accredited training course.

## 10 Pupil Performance Measurement and Target Setting

### Whole-school Review Cycle

Wootton Park School's governing body will hold the Principal and thereby the staff to account through a rigorous quality assurance process. This will consist of an annual cycle of review, which will over time build up a picture of the quality of the provision in the school, which identifies strengths and areas for development. School self-evaluation will provide the means for our school to understand its strengths and weaknesses, and, most importantly, enable the governors and staff to use the information to inform school improvement activities that will be set out in a school improvement plan. The annual review cycle is illustrated below:



The draft reporting and monitoring cycle is summarised in the draft annual calendar (see indicative timeline).

In terms of monitoring evaluation and intervention, we will track progress against the metrics identified below and implement early intervention strategies where progress is seen to be below expectation in any area. This will involve the generation of informal but monitored termly milestones so that we can intervene before an annual target has been missed, rather than wait until it has been missed.

In terms of in-school assessments, for example quality of teaching and pupil progress, we will arrange for external verification and moderation to take place so that governors have accurate information on which to act.

(See whole school evaluation policy)

## **11 Managing Conflicts of Interest and Maintaining Independent Challenge**

A register of interests will be set up in advance of the formation of the Governing Body (see Annex 3). Declarations of interest will be a fixed first agenda point of all Trust, Governing Body and committee meetings. Any conflicts arising will be managed in strict accordance with the Trust's Conflicts of Interest Policy. This policy will be developed in line with national guidance and in full cognisance of the law, the seven principles of public life and sources such as NCVQ 'Responsibilities and Duties of Trustees', Croner's 'School Governor Legal Guide'. The Academy Principal's Handbook 'Governance' and National College 'Achieving Excellence in Academy Leadership'.

In some cases, the interest can be mitigated in a proportionate and appropriate way. The mechanisms for doing this may include:

- Requiring the individual to abstain from voting on a particular issue;
- Requiring the individual to abstain from discussion on a particular issue;
- Requiring the individual to physically leave the room during discussion and voting on a particular issue.

Where a potential conflict is identified, all other members or Governors must agree on the course of action to be taken to mitigate it, and all must be satisfied that appropriate measures have been taken before proceedings can continue.

Appendix 1

Indicative Work Timeline

	September	October	November	December	January	February	March	April	May	June	July	August
<p><b>School Management team</b></p> <p>Receive departmental reports on student baseline attainment and progress in external examinations. Set targets accordingly.</p> <p>At each meeting standing items will include attainment, behaviour, attendance, pastoral care issues, professional development.</p>	<p>Cycle of teacher observation begins</p> <p>Monitoring of behaviour and attendance</p>	<p>Review of outcomes from lesson observations in terms of KPIs 4, 6, 7 and 10</p> <p>Curriculum plan for following year prepared</p>	<p>Initial budget preparation, to include curricular developments and staffing plans.</p> <p>Review of progress tests</p>	<p>Preparation of school self-evaluation form (SEF)</p> <p>SEF surveys to teachers, students and parents issued</p>	<p>Second report on lesson observations</p> <p>Analysis of survey responses</p>	<p>Receive external consultant report</p>	<p>Preparation of school improvement plan (SIP) draft</p>	<p>Principal prepares report on performance in management outcomes for the year for discussion at FOC</p>	<p>Report on student attainment (KPI 1) compared to targets</p> <p>Implementation of SIP begins</p>	<p>Analysis of external examinations, university entrance etc.</p>		
<p><b>Full Governing Body (GB)</b></p> <p>Individual Governors linked to phase and /or subject area, agree year plan for visits to areas of responsibility and activities to be undertaken</p> <p>At each meeting standing items will include safeguarding, health and safety, LAC, pupil progress, behaviour and exclusions.</p>	<p>Principal reports on student attainment and progress in external examinations against targets. New targets agreed.</p> <p>Actions identified</p>	<p>Term 1 report on progress against SIP and all KPIs</p> <p>Principal report at each meeting focuses on SIP and KPIs</p>	<p>Term 1 report on progress against SIP and all KPIs</p> <p>Principal report at each meeting focuses on SIP and KPIs</p>	<p>Budget approval meeting.</p> <p>Audit report</p> <p>SIP update</p>	<p>Term 2 report on progress against SIP and all KPIs</p>	<p>Approval of SIP</p> <p>Approval of budget</p>	<p>Performace in management report received.</p> <p>Professional development plans for next academic year received</p>	<p>Review of checkpoint test data</p>	<p>SEN co-ordinator report</p>			
<p><b>Teaching and Learning sub-committee</b></p> <p>Detailed report and discussion on external examination results. Draft action plan report prepared for full GB</p> <p>At each meeting standing items will include safeguarding and professional development.</p>	<p>Baseline assessment report for new entrants reviewed and interventions agreed</p>	<p>Discussion with Curriculum leaders to discuss student progress, teaching, learning, resources, new developments, repeated at each meeting of committee</p> <p>Staffing plan for next year discussed KPI8</p>	<p>Review of student achievement in progress tests</p>	<p>Survey report received and discussed KPI 5/7</p>								
<p><b>Finance and operations sub-committee (FOC)</b></p> <p>Budget monitoring report prepared for each meeting by senior staff</p>			<p>Initial review of proposed budget and staffing plan</p>	<p>Approval for new posts to be advertised and recruited to</p>						<p>Review and approval of proposed performance in management scheme for next academic year</p>		
<p><b>Audit sub-committee</b></p> <p>Receive external auditors report on school's financial operations for previous financial year.</p> <p>Identification of audit requirements for the new academic year.</p>			<p>Review of management proposals for next academic year...</p> <p>Commissioning of specific tasks e.g. review of catering operation, review of cleaning etc.</p>				<p>Oversight of year end</p>					

**Annex 2 – Conflict of Interest Policy**

<b>Policy Title</b>	
<b>Version</b>	
<b>Author(s)</b>	
<b>Committee Responsible</b>	
<b>Governor Link</b>	
<b>Date approved by Committee</b>	
<b>Date approved by Full Governing Body</b>	
<b>Review Date</b>	

<h1>Conflict of Interest Policy</h1>
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## 1 INTRODUCTION

This policy has been written in the light of the Companies Act 2006. All employees, volunteers, and trustees/governors of the school and or Northampton Free School Trust will strive to avoid any conflict of interest between the interests of the School on the one hand, and personal, professional, and business interests on the other. This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest.

## 2 PURPOSE

The purpose of this policy is to:

- Protect the integrity of the Trust and school's decision-making process,
- Enable stakeholders to have confidence in the School's integrity,
- Protect the integrity and reputation of volunteers, employees and trustees.

## 3 GUIDANCE

3.1 Examples of conflicts of interest include:

- A trustee/governor who is also a user may be faced with a decision in a committee meeting regarding whether fees for users should be increased.
- A trustee/governor who is related\*\* to an employee and there is a decision to be taken on pay and/or conditions at a committee meeting.
- A trustee/governor who is also on the committee of another organisation that is competing for the same funding.
- A trustee/governor who has shares in a business that may be awarded a contract to do work or provide services for the organisation or is a trustee/governor, partner or employee or related to someone who is\*\*.

\*\* A relative may be a child, parent, grandchild, grandparent, brother, sister, spouse or civil partner of the trustee or any person living with the trustee/governor as his or her partner'

3.2 Upon appointment each trustee/governor will make a full, written disclosure of interests, such as relationships, and posts held, that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated annually or as appropriate.

3.3 In the course of meetings or activities, trustees/governors will disclose any interests in a transaction or decision where there may be a conflict between the organisations' best interests and the trustee's/governor's best interests or a conflict between the best interests of two organisations that the trustee/governor is involved with. If in doubt the potential conflict must be declared anyway and clarification sought.

3.4 In the case of a conflict of interest arising for a trustee/governor because of a duty of loyalty owed to another organisation or person and the conflict is not authorised by virtue of any other provision in the memorandum or the articles, the conflicted trustees/governors may authorise such a conflict of interests where one of the following conditions apply:

- The Charity Commission's permission is sought before a benefit for a trustee/governor may be authorised that isn't otherwise authorised in the Memorandum of Articles or already authorised in writing from the Commission.
- the trustee/governor who has declared the conflict of interest withdraws from the part of the meeting at which there is discussion of any arrangement or transaction affecting that other organisation or person;
- the trustee/governor who has the conflict of interest does not vote on any such matter and is not to be counted when considering whether a quorum of trustees is present at the meeting;
- the other trustees/governors who have no conflict of interest in this matter consider it is in the interests of the charity to authorise the conflict of interest in the circumstances applying.
- Any such disclosure and the subsequent actions taken will be noted in the minutes.

3.5 For all other potential conflicts of interest the advice of the Charity Commission will be sought and the advice recorded in the minutes. All steps taken to follow the advice will be recorded.

3.6 This policy is meant to supplement good judgment, and employees, volunteers and trustees/governors should respect its spirit as well as its wording.

The Trust, School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.



**Annex 3 Register of Business Interests**

The main purpose of maintaining a register of business and property interests is to ensure that trustees and members not only act impartially, but are also seen to act impartially. A register of business and property interests must be maintained for trustees and staff with budgetary control.

The register must include all business interests such as directorships, share holdings, property and other appointments of influence within a business or other organisation that may have dealings with the Trust. The disclosures should also include business interests of relatives and other individuals who may exert influence. The Trust should ensure the register is up to date and complete, includes all trustees, members and relevant staff and in this regard signed and dated. Individual records must be maintained for each trustee/member and where there are no business interests to declare a nil return should be kept.

If a member is in any doubt about registering specific interests, the prudent approach would be to include the item on the register as a safety measure.

**Declaration of interest will be a standing item at each Free School Trust board meeting**

**Register of Business and/or Property Interests**

**Personal**

Name of business or property	Nature of business	Nature of interest	Date of Appointment or Acquisition	Date of Cessation of Interest	Date of Entry

**Close Relatives**

Name of business or property	Nature of business	Nature of interest	Date of Appointment or Acquisition	Date of Cessation of Interest	Date of Entry

Signed .....

Date .....

Name of Trustee/Member .....