

**Governor  
Handbook  
2017 – 2018**

**Federation of Torfield School & Saxon Mount Community School**



Agreed by

Signed \_\_\_\_\_ Chair      Date \_\_\_\_\_

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The information included is relevant for all governors (Directors and members of the AAB) but does not detail every aspect of the work of the Board of Directors; instead it provides an overview of the governance of the trust for all governors so that respective roles and responsibilities are understood.

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## 1. Definition of terms used, as in the Articles of Association

the Academies	all the schools established by the Company
Academy Financial Year	the academic year from 1 <sup>st</sup> of September to 31 <sup>st</sup> of August of the following year
Academy Directors	the Directors appointed pursuant to Articles 51-52 and Academy Director shall mean any one of those Directors
the Articles	The Articles of Association of the Company
Clerk	the clerk to the Directors or any other person appointed to perform the duties of the clerk to the Directors, including a joint, assistant or deputy clerk
the Company	the company intended to be regulated by the
the Directors	the directors of the Company (and "Director" means any one of those directors)
Executive Headteacher	such person as may be appointed by the Directors to act as the substantive Headteacher of the Academies established by the Company and who fulfils the role of Chief Executive Officer for the Company
Head of School	the senior person with day to day responsibility for leadership and management at each individual Academy within the Company and under the leadership of the Executive Headteacher
The LAs	all the local authorities covering the areas in which the Academies are situated
Local Governing Bodies	At TASMAT, this is called the Academy Advisory Board (AAB)
Member	a member of the Company and someone who as such is bound by the undertaking contained in Article 8
Member Directors	directors appointed by the Members of the Company pursuant to Article 50
The following terms are used in this document	
TASMAT	Torfield and Saxon Mount Academy Trust
Board	Board of Directors
AAB	Academy Advisory Board
Chair	Chair of the Board of Directors and the Trust
AAB Chair	Chair of the Academy Advisory Board
Governor	directors and members of the AAB

## 2. ACADEMY ADVISORY BOARD CODE OF CONDUCT

We understand the role of the Academy Advisory Board; its responsibilities in relation to the Trust and the role of the Executive Headteacher.

We are aware of and accept the Nolan Seven Principles of Public Life.

We accept that we have no legal authority to act individually, except when the Board of Directors has given us delegated authority to do so, and therefore we will only speak on

behalf of the Academy Advisory Board when we have been specifically authorised to do so.

We have a duty to act fairly and without prejudice. We accept collective responsibility for all delegated decisions made by the AAB. This means that we will not speak against majority decisions outside the AAB meeting.

We will consider carefully how our decisions may affect the community and other schools.

We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our schools. Our actions within the schools and the local community will reflect this.

In making or responding to criticism or complaints affecting the schools we will follow the procedures established by the Trust.

#### Commitment

We acknowledge that accepting office as an AAB governor involves the commitment of significant amounts of time and energy.

We will each involve ourselves actively in the work of the AAB, and accept our fair share of responsibilities, including service on working groups.

We will make full efforts to attend all meetings and where we cannot attend explain in advance in full why we are unable to.

We will get to know the schools well and respond to opportunities to involve ourselves in school activities.

Our visits to school will be undertaken within the framework established by the Board.

We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

We are committed to actively supporting the Executive Headteacher.

#### Relationships

We will strive to work as a team in which constructive working relationships are actively promoted.

We will express views openly, courteously and respectfully in all our communications with other AAB governors.

We will support the Chair in the role of ensuring appropriate conduct both at meetings and at all times.

We are prepared to answer queries from other AAB governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

We will seek to develop effective working relationships with the Executive Headteacher, Board, staff and parents, the local authority and other relevant agencies and the community.

#### Confidentiality

We will observe complete confidentiality.

We will exercise the greatest prudence at all times when discussions regarding school business arise outside an AAB meeting.

We will not reveal the details of any AAB vote.

#### Conflicts of interest

We will record any pecuniary or other business interest that we have in connection with the Trust's business in the Register of Business Interests.

We will declare any pecuniary interest - or a personal interest which could be perceived as a conflict of interest - in a matter under discussion at a meeting and offer to leave the meeting for the appropriate length of time.

#### Breach of this code of practice

If we believe this code has been breached, we will raise this issue with the AAB Chair and the AAB Chair will investigate, in partnership with the Chair of the Board; the Trust shall only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways;

We understand that any allegation of a material breach of this code of practice by any governor shall be raised at a meeting of the AAB, and, if agreed to be substantiated by a majority of AAB governors, shall be minuted and can lead to consideration of suspension from the AAB by the Board of Directors.

We are aware of the provisions of regulation 15(1) of the School Governance (Procedures) (England) Regulations 2003, as amended, which pertain to the grounds for suspension as a school governor and of Schedule 6 to the School Governance (Constitution) (England) Regulations 2007 relating to the disqualifications from the role of school governor (held as a separate document).

#### Undertaking:

As members of the AAB we will always have the well-being of the children and the reputation of the school at heart; we will do all we can to be an ambassador for the school, publicly supporting its aims, values and ethos; we will never say or do anything publicly that would embarrass the TASMAT, the AAB, the Executive Headteacher or staff.

### 3. Academy Advisory Board Terms of Reference

#### Introduction

1. The Academy Advisory Board (AAB) is a committee that supports the Board of Directors in fulfilling its statutory responsibilities and duties. The AAB will meet at least three times a year or as determined by the Board of Directors. The Chair of the AAB will consider the key functions and determine the agenda accordingly, in consultation with the Executive Headteacher. The quorum is 3 members of the committee which must include 2 directors (one of whom can be the Executive Headteacher).

#### **Academy Advisory Board**

- Executive Headteacher
- 2 Directors/Members (1 Director to Chair)
- 2 Staff Governors
- 2 Parent Governors
- 2 Associate Governors (Heads of School)

AAB fulfils delegated duties (Terms of Reference) in behaviour & safety/safeguarding; Curriculum/Teaching and Learning

2. The Board of Directors determines the makeup of the AAB and delegates responsibilities to the AAB. Each governor / director appointed to the AAB shall have one vote on any matter considered by the AAB except that, in the event of an equal number of votes being cast for and against an issue, the Chair of the AAB shall have an extra and casting vote. The chair of the AAB shall be appointed by the members of the Board of Directors. Associate Governors' voting rights on any issue will be at the discretion of the AAB chair.
3. Minutes of AAB meetings, along with the agenda for the meeting will be circulated to the Board of Directors via the clerk. It is a requirement that any decision made by the AAB or an individual under delegated powers, be reported at the next full Board of Directors meeting. AAB meetings will be minuted, including agreement to decisions taken.
4. Associate Governors bring additional expertise and experience to the committee. The chair of the AAB is entitled to co-opt associates to advise and guide as appropriate, with agreement from the Board of Directors. Associates may include senior staff or key staff with responsibilities in the areas monitored by the committee e.g. Heads of School for each school who could lead the reporting of the relevant information at each meeting. Associate Governors can be afforded voting rights at the discretion of the Chair. The Clerk to the Trust will attend each meeting.
5. The committee has delegated powers as determined by the Board of Directors, e.g. to review relevant policies on behalf of the board. Statutory policies will be signed by the chair of the AAB. Non statutory documents remain the responsibility of the Executive Headteacher.

#### **a. Delegated functions relating to safeguarding:**

Monitoring of key aspects of provision:

- Health and safety
- Child protection
- Equality and diversity
- Children looked after

- Behaviour management
- Attendance and Exclusions
- Provision for vulnerable groups
- Healthy eating
- Extended day provision
- Community participation and cohesion

**Key tasks:**

- Adopt and review equal opportunity and related policies to ensure the schools do not discriminate unlawfully against learners, their parents / carers, staff or applicants on the grounds of race, gender, disability, sexual orientation, religion and / or belief, or age. Monitor / evaluate outcomes
- To ensure the schools meet the requirements of part 4 of the Disability Discrimination Act 1995 and the Equality Act 2010, and that the school publishes and informs parents of its accessibility plan and disability equality schemes.
- To approve the schools' policy / statement for equality and monitor and evaluate it
- To ensure the schools meet all relevant Health and Safety legislation
- To monitor the Health and Safety policy
- To ensure school meals meet the required standards.
- To ensure the child protection policy and procedures are up to date and accordance with LA and government requirements and locally agreed inter-agency procedures
- To ensure the schools meet the requirements for child protection including receiving the annual report to governors
- To ensure any community cohesion requirements are monitored
- To monitor behaviour management policy and procedures
- To monitor attendance policy and procedures
- To monitor extended services provision, including any relevant policy or procedure in relation to any requirements by the LA or government
- To monitor provision for family support / outreach where appropriate
- Monitor and support accreditation programmes relevant to the remit of the committee e.g. NAS accreditation
- To monitor additional needs provision e.g. work of additional support teams and other intervention programmes that support pupil learning and access to education

**Safeguarding responsibilities retained by the Board of Directors**

- To ensure staff and governors are aware of responsibilities relating to safe recruitment and have completed necessary training
- Ensure Health and Safety features in the induction of new members of staff

**b. Delegated functions relating to teaching and learning**

Monitoring of key aspects of provision:

- Additional needs support / policy
- Curriculum delivery at early years and each key stage
- To advise the board on aspects relating to the national curriculum requirements, including statutory entitlements
- To review annually or according to their review schedule, those curriculum policies which are statutory and required to be approved by governors: RE, Sex and Relationships etc...
- To review annually a policy on SEN or Additional Needs
- To ensure school obligations are met in regard to spiritual, moral, social and cultural development including those relating to the promotion of British Values and preparing pupils for life in modern Britain.
- NAS accreditation

## **Teaching and learning responsibilities retained by the Board of Directors**

Monitoring of key aspects of provision:

- Teaching and Learning
- Curriculum content
- Target setting (should statutory targets be required, to agree these within the appropriate timescale).
- Achievement (progress and attainment outcomes)
- To agree and review according to an agreed schedule, a policy on teaching and learning, assessment and target setting
- Representation at school improvement meetings (up to 2 directors)
- School self-evaluation in terms of teaching, achievement, leadership and management of teaching and learning
- Although not a board member, the External Advisor will play a key role in supporting and challenging the analysis of school data. The Board of Directors will arrange meetings around the External Advisor visits which will occur at least three times annually.
- To be aware of and monitor relevant aspects of the school development plan and self-evaluation document
- To be aware of pupil outcomes and hold each school to account in relation to production of accurate internal assessment and reporting data

### **c. Board of Directors' strategic responsibilities:**

This is not an exhaustive list but an overview of key areas.

Monitoring of key aspects of strategic leadership:

- Strategic planning
- School development planning and school self-evaluation<sup>4</sup>.
- Finance / ensuring accountabilities are fulfilled
- Personnel and staffing
- Sites, IT, and operations management
- Pay review function

Key tasks:

- To approve the annual budget for each school
- To approve a scheme of delegation
- To approve a pay policy annually
- To consider implementing for all teachers, Executive HT, Heads of School, the provisions of the school teachers pay and conditions document and associated regulations including induction
- To consider implementing any provisions that differ from the STPCD
- To ensure internal financial control is monitored
- To monitor the school charging, lettings, and whistle blowing policy and related staffing personnel and operations related policies, including CPD, staff recruitment
- To approve and review a policy for governor / director expenses
- To respond to any audit reports relating to financial management and procedures
- To consider resource and staffing needs and requirements at each school, ensuring efficiency and value for money as evidenced through improved outcomes, whilst operating within available resources
- To monitor and consider arrangements for federation joint working, procurement, operations and strategic development
- To prepare and review financial policy statements, including considering long term planning and resourcing
- To adopt and review annually a performance management / appraisal policy, evaluating outcomes in line with any statutory requirements; where appropriate, to ensure the provisions of the school teachers pay and conditions (where adopted) and any associated regulations relating to terms



and conditions, including appraisal / performance management, have been implemented for all teachers and the Executive Headteacher

- To ensure the necessary statutory policies and procedures are in place for the board, including complaints and appeals procedures.
- To review staffing structures in each school regularly in relation to the school development plan
- To ensure a single central record is held in each school which shows the most recent DBS / CRB and ISA Barred List checks and any other required information including the DBS / CRB numbers for all those who work (paid or not) within the school.
- To delegate the appointment of staff other than the Executive Headteacher or Head of School, to the Executive Headteacher
- To adopt and keep under review Disciplinary, conduct, competency / capability and grievance procedures, to ensure necessary panels and appeal panels are provided for
- To monitor and evaluate recommendations from the Executive Headteacher relating to reviewing provision across each school, including staffing and resourcing structures
- Set the ISR for the Academy and recommend to the Board of Directors for ratification where appropriate
- To determine the pay progression of staff where appropriate under the most current regulations, and delegate associated tasks to the Executive Headteacher
- To provide support and advice to the Executive Headteacher on all matters relating to buildings, grounds and service
- To monitor the Executive Headteacher's priorities for grounds maintenance and improvements
- To monitor matters relating to property management
- To ensure school development planning reflects up to date and accurate self-evaluation processes within each school, to ensure any Federation development plan reflects up to date and accurately identified priorities across both schools.

#### **4. Director Roles and Lead Responsibilities**

The Board of Directors needs to consider the most efficient ways of working, maximise their skill sets and develop knowledge and involvement of Directors. Members of the Trust have therefore allocated specific roles to directors and thereby give responsibility in these areas to specifically contribute to meetings, undertake training and maintain up-to date knowledge to advise the board. Based on the known skills set of directors and the needs of the board the following model has been developed:

##### **a. Role & Responsibilities for Chair of Directors:**

- To lead and work in partnership with Directors , AAB governors and the Executive Headteacher to develop outstanding provision and practice at the Torfield and Saxon Mount Academy Trust.
- To liaise regularly with the Executive HT and Clerk to the Trust to ensure that statutory procedures are met and that procedures and meetings of the Trust are efficiently and effectively fulfilled.
- To take strategic overview and development of the Trust, maximising the skills of Directors and the professional lead of the Executive Headteacher to set expectations and optimise national and local developments to advance the provision of the Trust.
- To develop and monitor with the Executive HT a TASMAT strategic plan of development.
- To represent the Trust, as required, at a local and national level.

- To undertake school visits in accordance with the School Visiting policy, focussing on SDP priorities and impact on pupil provision and outcomes.
- To attend relevant training provided at local and national level.

**b. Role & Responsibilities for Director leading on Teaching & Learning:**

- To attend AAB meetings as a Director and to report to the Board of Directors on key issues relating to Teaching & Learning via AAB minutes and if required a separate agenda item.
- To attend External Advisor meetings (twice annually for both schools).
- To report to AAB and Directors the key points of governance arising from the External Adviser reports.
- To report to AAB and Directors the annual Data analysis statements for both schools and to raise key points of governance.
- To undertake school visits in accordance with the School Visiting policy, focussing on SDP Teaching & Learning priorities.
- To attend relevant training provided at local and national level.
- To lead on research and issues relating to Teaching & Learning and report as appropriate to Members.

**c. Role & Responsibilities for Director leading on Safeguarding:**

- To be the designated governor for Child Protection and Safeguarding.
- To meet and liaise with the school leads on Child Protection in relation to preparation of the annual report on child protection and safeguarding
- To monitor Health & Safety plans and audits, liaising with the Director of Resources.
- To attend AAB meetings as a Director and to report to the Board of Directors on key issues relating to Safeguarding via AAB minutes and if required a separate agenda item.
- To attend External Advisor meetings relating to Safeguarding (one meeting annually for each school).
- To report to AAB and Directors key points of governance on safeguarding arising from the External Adviser reports.
- To undertake school visits in accordance with the School Visiting policy, focussing on SDP Safeguarding priorities.
- To attend relevant training provided at local and national level.
- To lead on research and issues relating to Safeguarding and report as appropriate to Members.

**d. Role & Responsibilities for Director leading on Finance:**

- To monitor Financial aspects of the Trust's performance in-line with agreed Budgets and reports by the Director of Resources.
- To meet and liaise with the school leads on finance in relation to monitoring financial procedures and to ensure that the Trust meets statutory requirements.
- To have an understanding of issues relating to the Academy's financial development and national / local funding opportunities.
- To undertake school visits in accordance with the School Visiting policy, focussing on value for money and development projects.
- To attend relevant training provided at local and national level and report back relevant information from such training.

- To be familiar with all processes of Internal financial controls that demonstrate compliance with The Academy Financial Handbook and funding agreements, on behalf of the Board of Directors

**e. Role & Responsibilities for Director leading on National Developments, Policy and Projects:**

- To lead on researching national and local policy / practice developments and initiatives that might benefit the Trust and report, as appropriate to the Board.
- To liaise with the Executive Headteacher on Academy projects and monitor progress on behalf of the Trust.
- To undertake school visits in accordance with the School Visiting policy, focussing on development projects and impact on pupil provision and outcomes.
- To attend relevant training provided at local and national level.

**f. Role & Responsibilities for Director chairing the AAB:**

- To lead and work in partnership with Directors, AAB governors and the Executive Headteacher to ensure delegated responsibilities are fulfilled by the AAB.
- To liaise regularly with the Exec HT, Chair of Directors and Clerk to the Trust to ensure that agendas are planned for, minutes produced and agreed prior to finalising and that procedures and meetings of the AAB are efficiently and effectively fulfilled.
- To report to the Board regularly on the outcomes and minutes of AAB meetings and communicate information on behalf of the Board at AAB meetings.
- To attend relevant training provided at local and national level.

**5. Election of Chair of the Board of Directors**

The Articles state: The Members shall each school year elect a Chair from among their number. A Director who is employed by the Company shall not be eligible for election as Chair.

In the absence of the Chair, any one of the Members of the Trust can act on behalf of the chair during their absence.

Should the Chair of the Board resign or has to relinquish his / her office a successor will be appointed by the Members at the earliest opportunity.

**6. Election and appointment of AAB governors**

Election and appointment of staff and AAB governors who are parents is undertaken in accordance with the guidelines below. The Executive Headteacher is responsible for carrying out any elections and he may in turn delegate this to another person.

From December 2016, the Board of Directors has determined that up to 2 governors may be appointed from the parent body. These governors will be appointed as a result of a selection process that aims to ensure that the AAB includes members with appropriate and relevant skills and experience. If enough expressions of interest for vacancies are not forthcoming, the Board of Directors may instead appoint appropriate governors to the AAB who are neither parents nor members of staff.

The Board of Directors has responsibility for the appointment of non –elected AAB governors, although they will usually ask the Executive Headteacher to coordinate communications between potential governors and the Board. The process of appointment will include informal discussion with the Executive HT and /or nominated Director, an expression of interest and statement confirming eligibility, a shortlisting process by nominated Directors and interview / formal discussion. The outcome of this,

along with a recommendation will then be discussed by the board, who will make a final decision about appointment.

The Board of Directors reserves the right to appoint associate governors to serve on the Academy Advisory Board subject to voting limitations outlined in the regulations.

The Board of Directors shall ensure induction of new AAB governors by following the Induction process. The Clerk shall issue information as required to all new governors and a mentor will be assigned.

## **7. Board of Directors and Academy Advisory Board Meetings**

The Board of Directors and AAB will each hold a meeting at least three times in one academic year.

Meetings of the Board of Directors and AAB shall be set for an academic year at or before the last meeting of the Board of Directors during the previous year.

The quorum for meetings of the Board of Directors is any 3 Directors.

The quorum for AAB meetings is any 2 Director governors and at least one elected governor.

Meetings which are inquorate may proceed at the discretion of the chair. Should the chair decide not to proceed, the meeting will be rescheduled usually within 7 days. Should an inquorate meeting proceed, decisions are made at the discretion of the chair and reported to the Board as required

All meetings shall be convened by the Clerk to the Trust in accordance with arrangements agreed by the Board of Directors. This is subject to direction from the Chair in the event of the need for an urgent meeting.

Any three directors of the Board may request a Board meeting by submitting a written request to the Clerk to the Governing Body outlining the purpose of the meeting.

Governors shall receive written notice of meetings together with the agenda and supporting papers no later than seven clear days before the meeting wherever possible. In the event that the Chair has convened an urgent meeting this regulation shall be disregarded. Written notice and supporting papers shall be sent to each member of the Board / AAB and Associate Governors, as appropriate.

The Trust has agreed that it is acceptable to send agendas and supporting papers via e-mail provided members are able to receive electronic information and protect its confidentiality.

### **Agenda**

The agenda for meetings shall be prepared by the Clerk in consultation with the Chair of the Board/AAB and Executive Headteacher.

Any member of the Board/AAB may request an item to be included on the agenda by writing to the Clerk. Inclusion will be at the discretion of the Chair.

Where urgent items need to be raised that are not covered elsewhere on the agenda a member may request in writing to the Clerk at least 5 days beforehand that the time be raised under any other business. If the item is not urgent it will not be discussed and will be included on the agenda of the next meeting if appropriate

### **Attendance at meetings**

The Clerk to the Trust will keep a record of all attendances at meetings.

In the event that a member is unable to attend a meeting that member must contact the Clerk directly to offer apologies. If the member is not able to contact the Clerk then that member should contact the Chair or, as a last resort, the school office.

Where a governor has offered apologies for absence the Board/AAB will decide whether the apology should be accepted and this shall be shown on the minutes of the meeting

If a governor fails to attend AAB meetings for a continuous period of six months and has failed to submit apologies or the AAB has not accepted those apologies, the governor shall be disqualified in accordance with the regulations. The Chair is responsible for removal of Directors from the Board as appropriate.

Members, Directors, Executive Headteacher where s/he is not a governor, the Clerk and associate governors are the only persons legally entitled to attend a AAB meeting unless the Board has specifically invited somebody and the Trust Chair has agreed.

In the event that the Executive Headteacher is unable to attend an AAB meeting the Executive Headteacher will nominate a Head of School to attend on his behalf but s/he will not have voting rights.

The Board/AAB may request any non-governor (including Associate Governors) to leave the meeting at any time.

### **Meeting Minutes**

The Clerk to the Trust shall take minutes of all meetings. In the Clerk's absence the Board/AAB chair will appoint a member of the Board/AAB to take minutes for that meeting.

Where an item is confidential they shall form a separate minute on separate paper and be filed separately. The Board reserves the right to identify a minuted item as confidential, prior to the finalising of AAB minutes.

The meeting minutes shall be produced within seven days and in the case of Board of Director meetings, sent to the Chair of Board and Executive Headteacher for approval. AAB meeting minutes shall be circulated to the chair of AAB, chair of Directors and Executive Headteacher. Once approval has been received, AAB minutes shall be circulated to every member of the Board/AAB. Board minutes shall be circulated to Directors.

The minutes shall be signed as an accurate record at the next meeting.

A list of documents submitted will be added as an appendix to the minutes of AAB meetings. This ensures all Directors are aware of material submitted so they can ask for copies if required.

The recommended timescale is that draft minutes should be agreed by the Chairs and Executive Headteacher and circulated within two weeks of the meeting taking place. Minutes should indicate the name of the Chair. They are not filed for public use until they have been agreed at the next meeting.

All documents submitted in connection with meetings must be filed at school and made available on request, except where deemed confidential. They should be filed with the agenda and minutes for that meeting.

Approved minutes (except confidential items) shall be available for public inspection in accordance with the regulations. Minutes shall be kept in a file which shall be stored at the school office.

### **Decision Making**

All decisions must be made by the Board unless the Board has delegated the function to the AAB.

A simple majority decides the outcome of any vote and in the event of a tie the Chair shall have the casting vote.

Decisions made at meetings are binding upon all governors.

### **Business and Pecuniary Interests**

A register of pecuniary interests will be held by the Director of Finance, Resources and Operational Strategy. At the first meeting of the academic year each governor shall be required to sign a Pecuniary Interest Form. New governors shall be required to sign a Pecuniary Interest Form. These forms may be completed and held electronically.

Business Interests will be a standing agenda item and governors are required to declare any business or personal interest in any agenda item.

Any person entitled to attend a meeting (including Associate Governors) must withdraw and not vote where there could be a conflict of interest between the individual and the Board of Directors.

### **Delegation of Functions**

No individual governor may take action unless that action has been formally delegated to the individual governor by the Board of Directors.

Delegation of functions shall be reviewed annually by the Board.

The Governing body shall act in accordance with the Academies Financial handbook and the Academies Accounts Direction, (as issued annually by the EFA), The Articles of Association and funding agreements.

## **8. Additional responsibilities**

### **Executive HT Performance Management**

Mike Clarke

Sue Taylor

### **Appeals Panel**

The Chair or nominated Director will sit on this panel and other members are to be identified as required

## **9. Terms of Reference**

### **a. APPEALS/DISMISSALS COMMITTEE**

Membership: The committee shall comprise not less than three directors, appointed by the Chair of Directors, one of whom shall be the Chair of the committee.

Clerk: The Clerk to the Trust shall be Clerk to the committee.

Quorum: Three directors.

Meetings: The committee shall meet as required.

Terms of Reference:

- To consider any appeal from a member of staff or parent on any matter concerning salary awards, grievances, discipline or dismissal and to make recommendations to the Board;
- To consider any matter referred to it by the Board and to report back to the Board.

#### **b. PUPIL DISCIPLINE COMMITTEE**

Membership: The committee shall comprise three available Directors, one of whom shall be the Chair if available. In the case of Exclusions, the members and Clerk must have attended appropriate training. It is desirable that the balance of members come from different areas of the Trust. Nobody who has a connection with a pupil or the incident shall serve at a particular meeting.

Clerk: The Clerk to the Trust shall be Clerk to the committee.

Quorum: Three members shall constitute a quorum.

Meetings: The committee shall meet as required.

Terms of Reference:

- On receiving notice of an exclusion from the head teacher, the Clerk or Chair:
  - must, in the case of one or more fixed period exclusions totalling 5 school days or less in any one term, consider any representations from the parent. If representations from the parent are received they must convene a meeting to consider the representations, although they cannot direct reinstatement.
  - must in the case of one or more fixed period exclusions totalling more than 15 school days in any one term, convene a meeting between the 6th and the 50th school day after receiving the notice of exclusion, to consider the exclusion, if the parent requests a meeting.
  - must in the case of a permanent exclusion, or one or more fixed period exclusions (including lunchtimes) totalling more than 15 school days in any one term, convene a meeting between the 6th and the 15th school day after the date of receipt to consider the exclusion must invite the parent, head teacher and an LA officer to the meeting at a time and place convenient to all parties (within the statutory time limit)
  - should ask for any written statements (including witness statements) in advance of the meeting.
  - Full details are at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

## 10. Contact list: Board of Directors and AAB

Name	Phone - home	Work/ mobile	email	Role	End date
Clarke Mike	01424 773745	07889 379694	<a href="mailto:mclarke259@mike-clarke-assoc.co.uk">mclarke259@mike-clarke-assoc.co.uk</a>	Board	30/09/18
Dobson Carol		01424 426303	<a href="mailto:cdobson@tasmat.org.uk">cdobson@tasmat.org.uk</a>	AAB Staff	23/07/21
Fitz-John Scott, Sarah			<a href="mailto:sfs1@brighton.ac.uk">sfs1@brighton.ac.uk</a>	Board	23/03/21
Haigh Jean	01323 890764		<a href="mailto:jeanmaryhaigh@gmail.com">jeanmaryhaigh@gmail.com</a>	Board	05/11/18
Mitchell-Davis Robin			<a href="mailto:robin.mitchell-davis@sky.com">robin.mitchell-davis@sky.com</a>	AAB Parent	30/09/21
Nottage, Tracey			<a href="mailto:tnottage@rtasmat.org.uk">tnottage@rtasmat.org.uk</a>	AAB Staff	01/10/19
Preece Richard		01424 426303	<a href="mailto:rpreece@tasmat.org.uk">rpreece@tasmat.org.uk</a>	Board/AAB Executive HT	n/a
Smith Jenny	01797 224762		<a href="mailto:jennysmith@btinternet.com">jennysmith@btinternet.com</a>	Board Chair of Board	30/09 /18
Taylor Sue	01424 425897		<a href="mailto:taylorsue47@gmail.com">taylorsue47@gmail.com</a>	Board/AAB Chair of AAB	30/09/18
Wharton David			<a href="mailto:David.Wharton@rother.gov.uk">David.Wharton@rother.gov.uk</a>	AAB Parent	31/08/16
Jagot Amanda		01424 426303	<a href="mailto:ajagot@tasmat.org.uk">ajagot@tasmat.org.uk</a>	AAB HoS Saxon Mount Associate Governor	n/a
Shuttleworth Natalie		01424 428228	<a href="mailto:nshuttleworth@tasmat.org.uk">nshuttleworth@tasmat.org.uk</a>	AAB HoS Torfield Associate Governor	n/a
Brew Sarah	01424 850039		<a href="mailto:brew@btinternet.com">brew@btinternet.com</a>	Clerk	n/a



**School contact details**

<http://www.torfield-saxonmount.com/>

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Email: [torfieldoffice@tasmat.org.uk](mailto:torfieldoffice@tasmat.org.uk)

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East Sussex

TN38 8HH

Tel: 01424 426303

Email: [saxonoffice@tasmat.org.uk](mailto:saxonoffice@tasmat.org.uk)

### 11. Meeting dates for year 2017-2018

Meeting	Term 1 2017	Term 2 2017	Term 3 2018	Term 4 2018	Term 5 2018	Term 6 2018
<b>Academy Advisory Board</b>	Thursday 19 <sup>th</sup> October 16.00 Torfield		Thursday 8 <sup>th</sup> February 16.00 Saxon Mount		Thursday 24 <sup>th</sup> May 16.00 Torfield	
<b>Directors' Meeting</b>		Thursday 7 <sup>th</sup> December 14.00 Torfield		Thursday 22 <sup>nd</sup> March 14.00 Saxon Mount		Thursday 12 <sup>th</sup> July 14.00 Torfield
<b>External Advisor Visits (single visits)</b>						
<b>Joint Development Meeting Directors/AAB / Director Self review / evaluation</b>		Thursday 16 <sup>th</sup> November Joint board training 16.00 – 18.30 Saxon Mount		Thursday 8 <sup>th</sup> March Joint board training 16.00 – 18.30 Torfield		Thursday 21 <sup>st</sup> June Director session 12.00 – 17.00 Saxon Mount

## 12. Term dates 2017/2018

Term / Holiday	First Day	Last Day
Autumn Term	Monday, September 4, 2017	Friday, October 20, 2017
<b>Autumn Half Term</b>	<b>Saturday, October 21, 2017</b>	<b>Sunday, October 29, 2017</b>
Autumn Term	Monday, October 30, 2017	Wednesday, December 20, 2017
<b>Christmas Holidays</b>	<b>Thursday, December 21, 2017</b>	<b>Monday, January 1, 2018</b>
Spring Term	Tuesday, January 2, 2018	Friday, February 9, 2018
<b>Spring Half Term</b>	<b>Saturday, February 10, 2018</b>	<b>Sunday, February 18, 2018</b>
Spring Term	Monday, February 19, 2018	Thursday, March 29, 2018
<b>Easter Holidays</b>	<b>Friday, March 30, 2018</b>	<b>Sunday, April 15, 2018</b>
Summer Term	Monday, April 16, 2018	Friday, May 25, 2018
<b>Summer Half Term</b>	<b>Saturday, May 26, 2018</b>	<b>Sunday, June 3, 2018</b>
Summer Term	Monday, June 4th, 2018	Friday, July 20, 2018
<b>Summer Holidays</b>	<b>Saturday, July 21, 2018</b>	

2018 – 2019






	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Monday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Tuesday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Wednesday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Thursday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Friday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Saturday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Sunday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
	JANUARY	FEBRUARY	MARCH	APRIL
Monday	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Tuesday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
Wednesday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Thursday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25
Friday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Saturday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Sunday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28

	MAY				JUNE				JULY					AUGUST				
Monday	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	
Tuesday	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	
Wednesday	1	8	15	22	5	12	19	26	3	10	17	24	31	7	14	21	28	
Thursday	2	9	16	23	6	13	20	27	4	11	18	25		1	8	15	22	29
Friday	3	10	17	24	7	14	21	28	5	12	19	26		2	9	16	23	30
Saturday	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31
Sunday	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	

### Bank and Public Holidays 2018-2019

Christmas Day	-	Tuesday 25 December 2018	Easter Monday	-	Monday 22 April 2019
Boxing Day	-	Wednesday 26 December 2018	May Day Bank Holiday	-	Monday 6 May 2019
New Years Day	-	Tuesday 1 January 2019	Spring Bank Holiday	-	Monday 27 May 2019
Good Friday	-	Friday 19 April 2019	Summer Bank Holiday	-	Monday 26 August 2019

#### Key

Staff Training / INSET Day	
Start of Term for Pupils	
End of Term	
Public Holidays	
School Holidays	

#### Term Lengths (Days)

Term 1	3 September – 19 October	35
<b>October Break</b>		
Term 2	29 October – 19 December	38
<b>Christmas Break</b>		
Term 3	3 January – 15 February	32
<b>February Break</b>		
Term 4	25 February – 5 April	30
<b>April Break</b>		
Term 5	23 April – 24 May	23
<b>May Break</b>		
Term 6	3 June – 23 July	37
<b>Summer Holiday</b>		

**Total** 195

### **13. Directors' and Governors' Allowance Policy**

This policy statement has been developed in accordance with the Education (Governors' Allowances) Regulations 2003. These regulations give the discretion to pay allowances from the school's annual budget allocation to governors for certain allowances which they incur in carrying out their duties. The Federation of Torfield School & Saxon Mount Community School Trust believes that paying allowances, in the specific category as set out below, is important in ensuring equality of opportunity to serve for all members of the community and so is an appropriate use of school funds. The specific items allowable reflect this objective.

From the date of appointment all directors and governors of the Federation of Torfield School & Saxon Mount Community School will be entitled to claim the actual costs, which they incur as follows:

Governors will be able to claim allowances providing the allowances are incurred in carrying out their duties, as a Governor or representative of the Federation of Torfield School & Saxon Mount Community School, and are agreed by the Chair of the Board that they are justified before any reimbursable costs are incurred.

Governors will be able to claim for the following, on a case-by-case basis and with the prior approval of the Chair of the Board

- The cost of travel relating only to travel to meetings away from the schools/training courses at the specified rates for school personnel;

In exceptional circumstances, the Chair of the Board has discretion to authorise other payments.

The Trust at the Federation of Torfield School & Saxon Mount Community School acknowledges that:

- Directors/Governors may not be paid attendance allowance;
- Directors/Governors may not be reimbursed for loss of earnings.

Directors/Governors wishing to make claims under these arrangements, once prior approval has been sought, should complete a claims form (obtainable from the School Office), attaching receipts where possible, and return it to the School within two weeks of the date when the allowances were incurred, when they will be submitted for approval by the Chair of the Board. Claims will be subject to independent audit and may be investigated by the Chair of the Board if they appear excessive or inconsistent.

Governors will be given a pack of printing paper each year. They may claim for the cost of one ink cartridge annually on submission of a receipt to the Federation Director of Resources.

This policy will be reviewed annually as part of the Governor Handbook.

Signed \_\_\_\_\_ (Chair of Directors) Date \_\_\_\_\_

## 14. School Director/Governor Visits - Purpose and Policy

Every Board of Directors/Governing Body is expected to have a good understanding of the strengths and weaknesses of a school. Governors/Directors acquire this knowledge in many ways (eg Executive Headteacher reports, performance indicators, inspection reports) but first-hand knowledge can only be gained by Directors/governors visiting the Federation schools. Regular, planned visits give Directors/governors insight and understanding of the schools and this helps to strengthen the strategic monitoring role.

### Purpose of Governor Visits

- to fulfil the Governing Body legal duties
- to develop Directors/governors' understanding of the Federation strengths and weaknesses
- to support the work of the Federation schools
- to contribute to the Governing Body monitoring role
- to enable individual Directors/governors to ask informed and challenging questions at meetings
- to help Directors/governors to understand the Teaching and Learning processes
- to see policies in action
- to demonstrate to staff and pupils that Directors/governors are interested in what goes on in the Federation schools
- to give Directors/governors an enhanced sense of identity with the schools and the people who work in them

### INFORMAL VISITS

- informal visits are important opportunities for governors to contribute to and become familiar with school life and work
- these visits are organised on an individual basis by governors in agreement with the Executive Headteacher/Heads of School
- these visits include, for example, attending special days and events such as Christmas/summer fairs, school events or special assemblies
- informal visits complement formal visits, they are not an alternative.

### FORMAL VISITS:

- on formal visits Directors/ governors act as representatives of the Board of Directors/AAB which has corporate responsibility for the Federation schools
- these visits need to be planned, agreed and reported to the Executive Headteacher and then the Board/AAB.
- Directors/governors have the right to make a formal visit to the school providing they do so in connection with their responsibilities as directors/governors and the visit is on behalf of, or has been sanctioned by the Board/AAB and does not impede the day to day operation of the school
- Directors/ governors visit as lay people, not inspectors, even when they have personal professional experiences/expertise in a particular subject area; they are guests of the school and they do not make judgements and should always act in a supportive manner during visits
- formal governor visits may need to consider a range of different aspects of school provision: classroom/school environment/health & safety (including outdoor areas) /shadowing staff/viewing samples of pupil work)
- Directors/ governors do not undertake formal visits to make judgements about the quality of Teaching & Learning or provision in the schools. However, governors they are entitled to use visits to develop knowledge and understanding about, for example, the quality of Teaching & Learning, including measures and timescales to

address weaknesses. It is the Executive Headteacher's responsibility to provide information to directors/ governors in the form of reports to meetings.

- whatever focus is agreed for formal visits, it is important that governor's visits link with key priorities in the School Development Plans (SDP)

#### GOVERNOR VISITING PROCEDURE

A programme of visits and focus will be timetabled to dovetail with the Trust/AAB schedule of meetings

- all formal visits by individuals/pairs of governors will be arranged and agreed in advance with the Executive Headteacher/Heads of School who will make arrangements with associated staff
- all formal visits will link to the priorities in the SDP/Ofsted action plan, or to fulfilling statutory functions
- a maximum of two directors/governors will visit a school at any one time
- directors/governors will be sensitive to the needs of the school and will not arrange an excessive number of visits

#### Planning:

In liaison with the Executive Headteacher /Heads of School those making formal visits will agree:

- The purpose of the visit
- The date and time and arrangements of the visit
- Briefing / debriefing arrangements with the Executive Headteacher or Head of School.

#### Reports: Written reports will:

- Provide an accurate account of what has been seen and learnt in relation to the focus of the visit
- Identify any questions that require clarification
- Be agreed by the Executive Headteacher prior to distribution to the Trust/AAB
- Provide evidence for external evaluation relating to director/governor effectiveness

#### Written reports will not:

- Identify individual staff or pupils by name
- Make judgements about the quality of teaching and learning or provision within the school

#### Review:

The visit policy will be reviewed annually as part of the Governor Handbook by the Directors. Consideration will be given to:

- How governor visits have made a difference to the Board of Directors/AAB
- How governor visits have supported the Board of Directors/AAB in fulfilling their statutory duties
- Any proposed amendments to the policy in the light of its review.

## Torfield And Saxon Mount Academy Trust



**Torfield School**  
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Tel: 01424 428228

Email: [office@torfield.e-sussex.sch.uk](mailto:office@torfield.e-sussex.sch.uk)

**Saxon Mount School**  
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Executive Headteacher/CEO: Mr R. Preece, MA Ed  
[www.torfield-saxonmount.com](http://www.torfield-saxonmount.com)

### GOVERNOR SCHOOL VISIT RECORD

**Good Governance Reminders:**

*Agree date of visit with Executive Head Teacher/Head of School*

- *Minimise disruption to the school*
- *Give key personnel time to prepare for meeting*
- *Submit report to the Executive Headteacher prior to sending to the Clerk for circulation.*

<b>NAME(S):</b>		<b>DATE OF VISIT:</b>	
-----------------	--	-----------------------	--

**PURPOSE OF VISIT:**

**SCHOOL DEVELOPMENT PLAN / REFERENCE(S):**

**STRUCTURE/TIMETABLE OF VISIT:**

**KEY PERSONNEL TO MEET:**

Position	Name	✓

**KEY QUESTIONS/ISSUES FOR GOVERNORS TO EXPLORE:**

**GOVERNOR'S OBSERVATIONS:**



**ANY KEY ISSUES ARISING FOR BOARD OF DIRECTORS/AAB:**

**ACTION FOLLOWING BOARD OF DIRECTORS/AAB MEETING**

**Signed:**

**Governor** \_\_\_\_\_

**Ex HT/HoSCh** \_\_\_\_\_

**Date** \_\_\_\_\_

## Torfield And Saxon Mount Academy Trust



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### Saxon Mount School

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East Sussex, TN38 8HH

Tel: 01424 426303

Email: [office@saxon.e-sussex.sch.uk](mailto:office@saxon.e-sussex.sch.uk)



Executive Headteacher/CEO: Mr R. Preece, MA Ed  
[www.torfield-saxonmount.com](http://www.torfield-saxonmount.com)

## TORFIELD & SAXON MOUNT FEDERATION DIRECTORS' REPORT FORM

<b>NAME(S):</b>		<b>DATE OF VISIT:</b>	
-----------------	--	-----------------------	--

### PURPOSE/NATURE OF VISIT:

--

### KEY POINTS DISCUSSED:

--

### ANY KEY ISSUES /ACTIONS ARISING FOR BOARD OF DIRECTORS/AAB

--

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_

Please email to the Executive HT [Richardp@saxon.e-sussex.sch.uk](mailto:Richardp@saxon.e-sussex.sch.uk) Thank you.

## 15. Visits to school – suggested annual cycle for Lead Directors

Lead Director	Key visits and meetings
Finance	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Termly budget review / finance report discussion meeting</li> <li>• Accountants preparing for accounts sign off</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Termly budget review / finance report discussion meeting</li> <li>• SDP linked monitoring visit (finance / value for money / funding etc.</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Termly budget review / finance report discussion meeting</li> <li>• SDP linked monitoring visit</li> <li>• Budget approval meeting prior to Board</li> </ul>
Teaching and Learning	<p>Autumn</p> <ul style="list-style-type: none"> <li>• EA visit meeting</li> <li>• SDP linked monitoring visit for AAB</li> <li>• Review of Effectiveness</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• EA visit meeting</li> <li>• SDP linked monitoring visit for AAB</li> <li>• Review of effectiveness</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• EA visit meeting</li> <li>• SDP linked monitoring visit for AAB</li> <li>• Review of Effectiveness</li> </ul>
Safeguarding / Health and Safety	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Meet with DSL re CP /LAC AAB report</li> <li>• Meet with DFR re H&amp;S AAB report</li> <li>• Review SCR</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Meet with DSL re CP /LAC AAB report</li> <li>• Meet with DFR re H&amp;S AAB report</li> <li>• Attend EA meeting re behaviour / welfare &amp; safety</li> </ul> <p>Summer</p>

	<ul style="list-style-type: none"> <li>• Meet with DSL re CP /LAC AAB report</li> <li>• Meet with DFR re H&amp;S AAB report</li> <li>• Linked visit from AAB</li> </ul>
<p>Projects and Developments*</p> <p>*As some projects / developments are open ended, additional meetings will need to be scheduled as appropriate</p>	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Meet with Ex HT re report prior to Board meeting</li> <li>• Monitoring visit re previous year developments</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Meet with Ex HT re report prior to Board meeting</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Meet with Ex HT re report prior to Board meeting</li> </ul>
Chair of Board	<p>Autumn</p> <ul style="list-style-type: none"> <li>• Regular keeping in touch meeting with Ex HT / board planning meeting</li> <li>• Review of Effectiveness</li> <li>• EA visit</li> <li>• Clerk appraisal</li> <li>• Accountants preparing for accounts sign off</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Regular keeping in touch meeting with Ex HT / board planning meeting</li> <li>• Review of Effectiveness</li> <li>• EA visit</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Regular keeping in touch meeting with Ex HT / board planning meeting</li> <li>• Review of Effectiveness</li> <li>• EA visit</li> <li>• Budget approval meeting prior to Board</li> </ul>
Executive Headteacher Appraisal Committee	<p>Autumn</p> <ul style="list-style-type: none"> <li>• PM review with appointed advisor</li> </ul> <p>Spring</p> <ul style="list-style-type: none"> <li>• Interim meeting</li> </ul> <p>Summer</p> <ul style="list-style-type: none"> <li>• Interim meeting</li> </ul>

## **16. Clerk's role and responsibilities**

The Trust must appoint a Clerk to the Trust.

Directors, Governors, associate governors and the Executive Headteacher of the school cannot be appointed as Clerk to the Trust.

The Clerk will Clerk all meetings of the Board of Directors and the AAB, and other meetings as required.

If the Clerk does not attend a meeting, the governors present at the meeting can appoint a member of the Board/AAB to act as Clerk for that meeting.

It is the responsibility of the Clerk to:

- convene meetings of the Trust and AAB;
- attend meetings of the Board/AAB and ensure minutes are taken;
- maintain a register of members of the Board/AAB and report vacancies to the Board;
- maintain a register of attendance and report this to the Board;
- give and receive notices in accordance with relevant Regulations;
- perform such other functions as may be determined by the Board from time to time.

## 17. Induction of new directors/governors

A director/governor will be appointed to mentor new directors/governors; this will be facilitated by the Clerk.

Key documentation that enables a new director/governor to gain an understanding of the school and the role of directors/governors will be highlighted. Documents will be sent by email or links given for access on the secure area of the school website.

- The Director/Governor Handbook
- Minutes of the two most recent full Board/AAB meetings as appropriate
- The School Development Plans
- Recent newsletters to parents
- The Ofsted reports
- Recent Head of School reports to the AAB

The mentor governor appointed for induction will

- Invite each new director/governor to the school to meet with the Executive Headteacher and the Chair for a tour and a briefing on the school and the work of the Governing Body. This is important even if the new director/governor is already familiar with the school – for example as a parent. Being a director/governor brings different responsibilities.
- Offer the initial package of information and explain that the mentor will take him/her through the documentation if that would be helpful.
- Outline the areas of work covered by the Board and the AAB and encourage the new director/governor to take his/her time to consider where he or she might like to focus.
- Encourage attendance at induction training.
- Plan how to introduce the new director/governor to his/her colleagues at the next meeting of the Board/AAB.
- Discuss using the new director/governor's skills and matching to relevant aspects.

## 18. Useful contact and links list

Governance Handbook

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582868/Governance\\_Handbook\\_-\\_January\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf)

East Sussex Governor pages

<https://czone.eastsussex.gov.uk/schoolmanagement/governors/pages/main.aspx>

Department for Education <http://www.education.gov.uk/>

Ofsted [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

ACE Advisory Centre for Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

National Governors' Association <http://www.nga.org.uk/>

The Key for School Governors <https://schoolgovernors.thekeysupport.com/>

GEL Online Governor Training <http://www.elc-gel.org/home/>

## 19. List of acronyms

ACE Advisory Centre for Education

ADHD Attention Deficit Hyperactivity Disorder

AEN Additional Educational Needs

AfL Assessment for Learning

ALS Additional Literacy Support

APP Assessing Pupil's Progress

APPG All Party Parliamentary Group on Education Governance and Leadership

ASCL Association of School and College Leaders

AST Advanced Skills Teacher

ATL Association of Teachers and Lecturers

BME Black and Minority Ethnic

BECTA British Educational Communications & Technology Agency

BSF Building Schools for the Future

CAF Common Assessment Framework

CLA Children Looked After

Cohort Body of pupils entering a school in any one year

CPD Continued Professional Development

CSA Children's Services Authority

CVA Context Value Added

CWDC Children's Workforce Development Council

CYP Children & Young People's Plan

DBS Disclosure and Barring Service (was Criminal Records Bureau CRB)

DfE Department for Education

DSG Dedicated Schools Grant

DDA Disability Discrimination Act

EAL English as an additional language

EBacc English Baccalaureate

EBD Emotional & behavioural difficulties

ECM Every Child Matters  
EFA Education Funding Agency  
EHCP Education and Health Care Plan  
EMAG Ethnic Minority Achievement Grant  
EPS Education Psychology Service  
ESGRG East Sussex Governors' Representative Group  
Estyn Inspection body for education and training in Wales

FE Further Education  
FFT Fischer Family Trust  
FTE Full Time Equivalent

GAG General Annual Grant  
GCSE General Certificate for Secondary Education  
G&T Gifted & Talented  
GEL Governors' E-Learning

HE Higher Education  
HMCI Her Majesty's Chief Inspector – the head of Ofsted  
HMI Her Majesty's Inspectors

ICT Information & Communication Technology  
IDP Inclusion Development Programme  
IEB Interim Executive Board  
IEP Individual Education Plan  
iP Investors in People  
INSET In-Service Training for Teachers  
IoG Instrument of Government  
ISA Independent Safeguarding Authority  
ISR Individual School Range  
ITT Initial Teacher Training

KS1 (2/3/4) Key Stage One (Two/Three/Four)

LA Local Authority  
LADO Local Authority Designated Officer  
LLDD Language and Learning Difficulties and Disabilities  
LLE Local Leader of Education  
LPC Local Partnership for Children  
LSA Learning Support Assistant  
LSCB Local Safeguarding Children Board

MLD Moderate Learning Difficulties

NAHT National Association of Head Teachers  
NASEN National Association for Special Educational Needs  
NASUWT National Association of Schoolmasters/Union of Women Teachers  
NC National Curriculum  
NEET Not in Education, Employment or Training  
NFER National Foundation for Educational Research  
NGA National Governors' Association  
NLE National Leader of Education  
NLG National Leader of Governance  
NPQH National Professional Qualification for Headship  
NQT Newly Qualified Teacher



NUT National Union of Teachers  
NVQ National Vocational Qualification

OCN Open College Network  
Ofqual Office of the Qualifications and Examinations Regulator  
Ofsted Office for Standards in Education, Children's Services and Skills

PFI Private Finance Initiative  
PGCE Postgraduate Certificate of Education  
PIC Parent Information Contact  
PPA Planning Preparation & Assessment  
PRU Pupil Referral Unit  
PSA Parent Support Adviser  
PSHE Personal, Social and Health Education  
PSP Pastoral Support Plan  
PTA Parent Teacher Association  
PTA-UK National Association for PTAs

QTS Qualified Teacher Status

RAISEonline Reporting and Analysis for Improvement through School Self-Evaluation

SACRE Standing Advisory Council for Religious Education – statutory body of representatives of an LA, religious organisations and teachers, which advises on religious education and worship

SATs Standard Assessment Tests  
SD/IP School Development /Improvement Plan  
SEND Special Educational Needs and Disabilities  
SEAL Social and Emotional Aspects of Learning  
SEF Self Evaluation Form  
SEN Special Educational Needs  
SENCO Special Educational Needs Co-Ordinator  
SEND Special Educational Needs and Disability  
SFVS Schools Financial Value Standard  
SGOSS School Governors' One-Stop Shop  
SI Statutory Instrument  
SIMS Schools Information Management System  
SLA Service Level Agreement  
SLES Standards and Learning Effectiveness Service  
SLD Severe Learning Difficulties  
SMSC Spiritual, Moral, Social and Cultural  
SLT Senior Leadership Team  
SRAS Schools Requiring Additional Support  
SRF Self Review Framework  
STRB School Teachers' Review Body – group that advises the government on teachers' pay and conditions each year

TA Teaching assistant  
TLR Teaching and Learning responsibility – management responsibility for which a teacher receives extra pay  
TUPE Transfer of Undertakings (Protection of Employment regulations)  
UCAS Universities and Colleges Admissions Service

UTC University Technical College – a new educational institution for 14-19 year olds where they can follow courses in technical subjects.

VfM Value for Money

VLE Virtual Learning Environment

VLP Virtual Learning Platform

VA Voluntary Aided

VC Voluntary Controlled

## 19. Year Planner

Directors	AAB	Year Planner	STATUTORY TASKS	RECOMMENDED TASKS
		<b>AUTUMN TERM</b>		
x		Review pay policy	•	
x		Elect/appoint chair	•	
x		Review structure, membership and terms of reference	•	
x		Review of Board/AAB effectiveness		
x		Review Performance Management policy	•	
x		Review headteacher performance	•	
x		Review school charging policy	•	
x		Review governor information on website		•
x		Set objectives of Board/AAB for the year		•
x		Review public examination results / national tests		•
x		Approve School Development Plan		•
	x	Receive Head of School reports		•
x		Receive and review AAB minutes		•
		<b>SPRING TERM</b>		
	x	Review SEN policy	•	
		Review School Development Plan progress		•
		Review Equal Opportunities policy		•
		Receive and review AAB minutes		•
		<b>SUMMER TERM</b>		
x		Agree budget and staffing structure		
x		Review performance / procedures		•
x		Review School Development Plan progress		•
x	x	Review governors' visits		•
	x	Receive and review AAB minutes		•
x		Set dates of meeting for the academic year		
x		Set objectives for following year		

## Appendix 1: Statutory Policy Calendar

Policy	Last review date	Next review date	Review frequency	Responsibility
Accessibility Plan	Term 1	Term 1 2016/7	2 years	AAB
Appraisal and capability	Term 2 2016/7	Term 2 2017/8	Annual	Board
Behaviour	May-15	Term 4 2017/8	Annual	AAB
Charging and Remissions	Term 2 2016/7	Term 2 2017/8	annual	Board
Child Protection & Safeguarding	Term 1 2016/7	Term 1 2017/8	annual	AAB
Complaints Procedure	Term 4 2015/6	Term 4 2017/8	2 years	Board
Data Protection	Term 6 2014/5	Term 6 2016/7	2 years	Board
Equality Objectives		Term 3 2015/6	4 years	AAB
FoI Publication Scheme*	Term 5 2016/7	Term 2 2018/9	2 years	Board
Governor Allowance	Term 2 2016/7	Term 2 2018/9	2 years	Board
Health and Safety	Term 5 2015/6	Term 5 2017/8	2 years	AAB?
Pay Policy	Term 2 2016/7	Term 2 2017/8	annual	Board
Performance management (Appraisal)	Term 2 2016/7	Term 2 2017/8	annual	Board
Positive Handling	Term 5 2014/15	Term 5 2016/17	2 years	AAB
Prevent	Term 1 2016/7	Term 1 2017/8	annual	AAB
Register of Business Interests	Term 1 2016/7	Term 1 2017/8	annual	Clerk
SEN	Feb-15	Term 3 2017/8	2 years	Board/AAB
Sex and Relationships Education	Feb-13	Term 3 2016/7	4 years	Board

## Appendix 2: Decision Planner

### Reviewed and agreed by the Board

#### THIS PLANNER SHOWS TO WHICH LEVEL THE BOARD OF DIRECTORS DELEGATES FUNCTIONS\*

##### KEY

Level 1: Executive Headteacher / Accounting Officer

Level 2: Board of Directors

Level 3: Academy Advisory Board

Level 4: Individual director with lead responsibility.

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

The Decision Planner has been customised to the Trust. Although the majority of key decisions are referred to within this table, it remains an indicative document and is not exhaustive. There will inevitably be some decisions that have not been included. All decisions, delegated or otherwise, must be legally compliant and in line with the Trust Articles of Association and the Master Funding Agreement.

\*Although decisions may be delegated, the Board of Directors as a whole remains responsible for any decision made under delegation

Key Function	No	Tasks	Ex HT	Board	AAB	Dir.
<b>Finance</b>	1	To approve the annual budget for each school		x		
	2	To monitor monthly expenditure	X			
	3	To receive termly (3x annual prior to board meetings) budget reports	X			x
	4	To establish a charging and remissions policy	X			
	5	To approve the charging and remission policy		x		
	6	Miscellaneous financial decisions	X			
	7	To enter into contracts (as specified within the scheme of delegation)	X			
	8	To establish Risk Register	X			

	9	To recommend best value in potential auditors / accountants / RO to Board	X			
	10	To approve the appointment of an accountant/ auditors/ Responsible Officer		x		
	11	To establish Risk Management Policy	X			
<b>Staffing</b>	12	Executive Headteacher appointments (selection panel)		<b>x</b>		
	13	Head of School appointments (selection panel)	<b>X</b>	<b>x</b>		
	14	Appoint other teachers	X			
	15	Appoint non teaching staff	X			
	16	Approve a pay policy		<b>x</b>		
	17	Pay discretions for ex HT, HoS and Finance Officer (based on recommendations from Ex HT PM committee or from Ex HT for others)		<b>x</b>		
	18	Pay discretions for other staff (based on recommendations from line managers / PM reviewers)	<b>X</b>			
	19	Approving disciplinary/capability procedures		x		
	20	Dismissal of Executive Headteacher		<b>x</b>		
	21	Dismissal of other staff	X			x
		Suspending head		<b>x</b>		
	22	Suspending staff /informing board(except head)	X			
	23	Ending suspension / informing Board		<b>x</b>		

		(head)				
	24	Ending suspension (except head)	X			x
	25	Approving staffing structure		x		
	26	Determining dismissal payments/ early retirement	X			x
<b>Curriculum</b>	27	Ensure curriculum is broad balanced and relevant to all learners	X			
	28	To approve statutory curriculum policies			x	
	29	Responsible for standards of teaching	X			
	30	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	X			
	31	Responsibility for individual child's education	X			
	32	Provision of sex education – to establish and keep up to date a written policy	X			
	33	To prohibit political indoctrination and ensuring the balanced treatment of political issues, to take account of statutory responsibilities in preventing extremism and ensuring the promotion of British values	X		x	
<b>Performance Management</b>	34	To formulate a performance management policy	X			

	35	To approve a performance management policy		x		
	36	To implement the performance management policy	x			
	37	To review annually the performance management policy		x		
<b>Discipline/Exclusions</b>	38	To establish and monitor a discipline policy			x	
	39	To review exclusion and attendance data			x	
	40	To direct reinstatement of excluded pupils (Can be delegated to Chair/Vice-Chair in cases of urgency)		x		
	41	To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)		x		
<b>Religious Education</b>	42	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus	X			
<b>Collective Worship</b>	43	In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB)	X			
	44	Review policy on collective worship			x	
	45	To make application to the advisory councils, SACRE, concerning the requirements for	X			



		collective worship (schools without a religious character) to disapply (after consulting GB)				
	46	Arrangements for collective worship (schools without religious character (after consulting GB)	X			
<b>Premises &amp; Insurance</b>	47	Monitor buildings insurance and personal liability		x		
<b>Health &amp; Safety</b>	48	To approve a health and safety policy		x		
	49	To ensure that health and safety regulations are followed	X			
<b>School Organisation</b>	50	To publish proposals to change category of school		x		
	51	To agree the times of school sessions and the dates of school terms and holidays; to ensure that the school meets for 380 sessions in a school year		x		
	52	To ensure that school lunch nutritional standards are met	X			
<b>Information For Parents</b>	53	To prepare and publish the statutory school information	X			
	54	To ensure provision of free school meals to those pupils meeting the criteria	X			
	55	Adoption and review of home-school agreements		x		
<b>GB Procedures</b>	56	To comply with requirements within articles of association and funding agreement		x		
	57	To appoint (and remove) the Chair and Vice-Chair of the		Members only		

		Board of Directors and AAB				
	57	To appoint and dismiss the Clerk to the governors		x		
	59	To set up a Register of Governors' Business Interests		x		
	60	To approve and set up a Governors' Expenses Scheme		x		
	61	To consider whether or not to exercise delegation of functions to individuals or committees (in compliance with articles / funding agreement)		x		
<b>School status eg Federation or academy</b>	62	To agree changes to the status and / or organisation of the Multi Academy Trust		x		