

Governance Induction Handbook for Local Governors



Dear Governor,

Thank you for agreeing to play a valuable role as a member of a Boleyn School's Local Governing Body (LGB) and welcome to The Boleyn Trust. We are a family of academies that work in collaboration for the benefit of all our pupils.

The Boleyn Trust is an exempt charity, which relies on the crucial input of a considerable number of volunteers, supported by an experienced team of staff. Due to the size of the organisation and the number of academies for which it is responsible for, coupled with its drive for accountability, it is also a complex organisation with various important layers of governance. We strongly believe that our charitable objectives, to advance education in the UK, are best realised through collaboration, not only within the Trust but also beyond the Trust, where it brings educational benefit to children and young people.

We hope this handbook is helpful in explaining the governance structure and how your role is a crucial part of the monitoring and overseeing of our academies' work.

Clive-Anthony Douglas MBE

Chair



Tom Canning CBE

Chief Executive



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01. Our Core Values

1.1 Inclusivity

The Boleyn Trust is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.

1.2 Promoting social mobility

This is a fundamental driver for The Boleyn Trust. Although we recognise that each academy's context and history inform our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:

- > High standards of educational achievement.
- > High standards of social skills and interpersonal skills.
- > High standards of communication skills.
- > High standards of critical thinking, problem solving and creativity; and
- > Understanding of society, economy, environment and an appreciation of contribution and participation.

1.3 Serving our local communities

Through working this way, we aim to:

- > To raise aspiration and ambition for all learners
- > To raise attainment for all pupils in disadvantaged communities.
- > To ensure our schools reflect the community they serve.
- > The curriculum is bespoke to the needs of all our learners.
- > To provide an oasis of opportunity and experience in our schools to raise aspiration and ambition.
- > To place diversity and inclusion at the heart of all our schools.

This is underpinned by our Founding Principles:

- > A commitment to a culture of lifelong learning for all.
- > A relentless pursuit of excellence in all aspects of school life.
- > A sequenced curriculum that builds on previous learning. This reflects the school's community and promotes strong personal development and enrichment opportunities.
- > Strong emotional, therapeutic and pastoral care for all young people.
- > Robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning.
- > Successful partnerships with parents, community groups and external agencies.

1.4 Our Curriculum Statement

The curriculum across The Boleyn Trust provides pupils with a broad, balanced and exciting education with full coverage of the National Curriculum.

The curriculum is a progressive model and is clearly sequenced to build on previous learning through key components leading to composite goals. Pupils have regular opportunities to repeat and rehearse their learning to help them to remember more. This is continually tracked through formative and summative assessment.

We believe at the Boleyn Trust that progress is supported through the application of knowledge and key skills across the curriculum and further developed through repetition and rehearsal. This way pupils know more and remember more.

Our curriculum goes way beyond the academic and offers exciting enrichment opportunities to support personal development. Enrichment raises aspiration and ambition through an immersion into the creative arts, performance arts, music, sports, sciences and residential visits. This boosts confidence, independence, motivation and self-esteem. Our pupils are encouraged to see learning as a lifelong career path to become whoever they wish to be.

02. Our Founding Principles

The Boleyn Trust has a long history of school-to-school support that has been developed through our Teaching School Alliance and now Teaching School Hub. As our family of schools grow, the Trust is always looking to develop strong and productive partnerships with new schools and settings.

Our current plans to grow the Trust are focused on working with schools with similar values and principles to join us as strong partners. We believe that schools joining in this way would reap many benefits from collaboration and would also enhance the capacity of the Trust. Any school wishing to join the Trust can be fully supported through the legal and conversion process by our partners.

Our Six Founding Principles are:

- > A commitment to a culture of lifelong learning for all.
- > A relentless pursuit of excellence in all aspects of school life.
- > A sequenced curriculum that builds on previous learning. This reflects the school's community and promotes strong personal development and enrichment opportunities.
- > Strong emotional, therapeutic and pastoral care for all young people.
- > Robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning.
- > Successful partnerships with parents, community groups and external agencies.

03. Governance of the Trust

3.1 Introduction

The Boleyn Trust is a Multi Academy Trust (MAT) that was established to serve initially East London schools. We currently operate 8 academies across the London boroughs of Newham and Tower Hamlets. The Boleyn Trust was established as a Trust to provide primary, secondary and special education.

3.2 The Members

Multi-Academy Trusts (MATs), like The Boleyn Trust, are publicly funded charitable companies.

MATs are exempt charities, which means that they do not have a charity number, but they do have a company number. Nevertheless, a MAT is a publicly funded charity. As a charity its

founding Members established the MAT. There must be a minimum of 3 and a maximum of 5 Members. The Members cannot receive any payment from the Trust. Their purpose in establishing the charity is to fulfil the charitable objects set out in our Articles of Association, which is broadly to advance education in England through establishing and operating academies.

Having established the MAT back in 2016, Members ensure that it meets its charitable objects and fulfils its statutory and regulatory obligations by appointing a Board of Trustees to govern the charity. The Members do not interfere with the way that the Board runs and governs the Trust, though they could remove the Board if it failed to operate the Trust in accordance with its Articles of Association or its Master Funding Agreement with the Secretary of State. The Members may be considered as the guardians of the constitution.

Members can:

- > Change the name of the Academy Trust.
- > Change the Objects (which would require Charity Commission and Secretary of State consent).
- > Change the structure of the Trust Board.
- > Amend the Articles of Association.
- > Pass a resolution to wind up the Academy Trust.
- > Appoint the auditors (save to the extent that the Trustees may make a casual appointment).

A list of the current Members can be found [here](#).

3.3 The Trustees

The Board of Trustees is accountable for all aspects of the Trust's strategic intentions, its vision and values, its operations, the welfare, and safety of all its pupils, staff, volunteers, and visitors.

Trustees are held to account for the proper financial management of the MAT and the educational outcomes of all its pupils. Trustees cannot receive any form of payment for their work as a Trustee. Their work is charitable and motivated by contributing to the public good.

To fulfil their obligations to ensure that the MAT is managed in accordance with its charitable objects and the regulatory framework put in place by the Government, Trustees appoint an Executive to manage the MAT. The Executive must include a Chief Executive Officer (CEO) and Chief Financial Officer (CFO). The CEO is also the 'Accounting Officer' and in that role has a personal accountability to Parliament for the appropriate management of the Trust as set out in our funding agreement with the Secretary of State. To distinguish between the voluntary leadership and governance role of Trustees rather than the salaried leadership and management role of the Executive Team, Trustees are sometimes referred to as non-executives of the Board.

The Boleyn Trust is a growing and complex organisation that is geographically dispersed across to large London boroughs. To effectively govern such a large organisation the Board has established a number of Sub-Committees. These Sub-Committees act on behalf of the Board and with clear Terms of Reference. Local Governing Bodies are examples of key Sub-Committees of the Trust Board.

A list of the current Trustees can be found [here](#).

3.4 The Executive Team

The Board appoints an Executive team to manage the Trust. The Executive Team, led by the CEO, has delegated responsibility to manage and operate the Trust. To do this the Board delegates a range of authorities to the CEO including the management of the Trust's finances and the appointment of all staff in our academies and central teams.

The CEO and the Executive Team will directly appoint, and performance manage the most senior posts in the Trust, such as Headteachers. However, they will also establish an organisational structure and delegate some of their functions to other Managers. For example, while the CEO will be directly involved in the appointment of all Headteachers, the responsibility for recruiting and managing the rest of the academy staff is delegated to the Headteacher.

There is no distinction between the staff employed in our academies or our central teams. All staff are employed by The Boleyn Trust and are ultimately accountable to the CEO.

A list of the current Executive Team can be found [here](#).

3.5 The Local Governing Body (LGB)

The role of a LGB is an important one. It is to provide focused governance for the academy at a local level and it is the intention of the Trust Board to ensure that the responsibility to govern the academy is vested in those closest to the impact of decision-making. The LGB monitors the academy's key performance indicators and acts as a critical friend to the Headteacher and the academy's senior leadership team, providing challenge where appropriate.

The LGBs carry out their functions in relation to their respective academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

The LGB provides overview and scrutiny of the management of the academy; policy development for the academy where this is delegated to the LGB by the Trust; scrutiny of policy compliance by the academy where policy is set by the Trustees; championship of the academy and its leaders; and engagement with parents of pupils and the wider community.

The Trust Board and the LGB acknowledge that they each play a crucial role in the governance of the academy and commit to working together in the best interests of the Trust and the academies. They also acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled to:

- > Overrule a decision of the LGB; and/ or
- > Remove delegated powers from a LGB if (in their reasonable opinion) they consider it to be in the best interests of the academy or the wider Academy Trust.

The relationship between the Trust Board and the LGB is underpinned by the principles that there should be no duplication of governance and governance should be as close to the point of impact of decision-making as possible.

3.6 Working with the Trustees and Executive Team

The LGB shall promptly implement any advice or recommendations made by the Trust Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

3.7 Composition of Local Governing Bodies

Each LGB comprises a maximum of twelve Local Governors including:

- > The Headteacher of the academy.
- > Up to four members appointed by the Trust Board.
- > Two elected parents or guardians of a pupil at the academy (Local Parent Governors).
- > Two employees of the academy, usually comprising one teacher and one non-teaching staff member, elected by employees of the academy (Local Staff Governors); and
- > Up to three members co-opted by Local Governors.

Each LGB shall have a Chair and a Vice-Chair.

The length of service of all Local Governors shall be four years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or stand for re-election at the end of his or her term.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor, as prescribed by the Trust Board from time to time and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

3.8 Local parent Governors

Local parent Governors for each LGB shall be elected in accordance with the process set out below.

- > When a vacancy arises, the LGB will write to all parents and carers of pupils at the academy seeking nominees for the vacancy (**5.1**). Nominees will be asked to provide a short statement about why they are interested in being a Local Parent Governor and their background and experience that makes them suitable for the role.
- > If the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated.
- > If there are more nominees than places available, the LGB will write to all parents and will prepare voting papers for a ballot (**5.2**).

A local parent Governor should be a parent or carer of a registered pupil at the relevant academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

3.9 Local staff Governors

The teaching staff at each academy shall elect the teacher member of the LGB.

The non-teaching members of staff of the relevant academy shall elect the non-teaching staff member of the LGB.

The responsibilities of the local staff Governors are to represent the interests and opinions of teaching and non-teaching staff at the academy to the LGB.

Local staff Governors for each LGB shall be elected in accordance with the process set out below.

- > When a vacancy arises, the LGB will write to all teaching staff/non-teaching staff at the academy seeking nominees for the vacancy (5.3). Nominees will be asked to provide a short statement about why they are interested in being a Local staff Governor and their background and experience that makes them suitable for the role.
- > If the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated.
- > If there are more nominees than places available, the LGB will write to all teachers/non-teaching staff and will prepare voting papers for a ballot (5.4).

A local staff Governor should be a teacher/non-teaching staff on payroll at the relevant academy.

3.10 Local co-opted Governors

The LGB may co-opt governors to join them. They should fill these vacancies with new Local Governors who will add a skill to the body. There is no requirement to co-opt additional governors and we anticipate that the LGB will only use this facility where the opportunity arises to appoint a strong Governor to the LGB from the local community.

Local co-opted Governors for each LGB shall be appointed following ratification at a Trust board meeting having received a completed application form (5.5).

3.11 Local Trust appointed Governors.

The Trust are able to appoint four Governors to the LGB at their discretion.

Local Trust appointed Governors for each LGB shall be appointed following ratification at a Trust board meeting having received a completed application form.

3.12 Commitment and Conduct

Being a Local Governor brings a responsibility and it is important, particularly with small local bodies that everyone fully commits to the role.

Local Governors are expected to:

- > Prepare for and make an active contribution at meetings of the LGB.
- > Champion the academy in the local community.
- > Familiarise themselves with the academy and visit both during school hours (with prior arrangement with the Headteacher) and for evening events.
- > To get to know the academy and to be visible to the academy community.
- > Attend training sessions for Local Governors, where possible.

Local Governing boards will use a code of conduct to ensure those who govern understand what is expected of them. The Boleyn Trust's code of conduct is anchored in the Seven Nolan Principles of Public Life.

Local Governors shall complete sign the code of conduct (which will be sent on appointment and thereafter annually by the Chief Finance and Operating Officer electronically).

3.13 Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- > Any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she holds such office.
- > He or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend, and the Chair and the Vice Chair agree that the term of office should be terminated.
- > He or she resigns from office.
- > He or she is removed from office by the Trust Board.

3.14 Personal interests of Local Governors

Local Governors shall complete a register of their business interests (which will be sent on appointment and thereafter annually by the Chief Finance and Operating Officer electronically), which shall be reviewed annually and published on the academy website. Any Local Governor who has any personal interest that conflicts or may conflict with the academy's work must declare it.

A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the academy and such duty or personal interest.

If the Local Governor does not withdraw from the meeting for that item because he/she has been expressly invited to remain in order to provide information, he/she must not be counted in the quorum for that part of any meeting; and have no vote on the matter.

3.15 The role of the Chair

The Chair is appointed by the Local Governors. The term of office of the Chair is two years, but the Chair is eligible for re-appointment at the end of that term.

The Trust Board reserve the right to remove the Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The Chair and Vice-Chair will ordinarily meet with the Headteacher of the academy and the Clerk before the start of the academic year to plan the work of the LGB for the year.

The responsibilities of the Chair include the following:

- > To chair meetings of the LGB.
- > To set the agenda for meetings with the Headteacher.
- > To report to Trust Board in writing following any LGB meeting, if requested.
- > To give an oral summary of the LGB's deliberations, if requested, at meetings of

the Trust Board.

- > To provide a direct link between the LGB and the Trust Board.

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the LGB, the Chair of the LGB (or the Vice-Chair of the LGB in his or her absence) in consultation with the CEO/CFOO, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the LGB.

We do not delegate the ability for Chairs of Local Governing Bodies to take 'Chairs Action' without consulting the **CEO/CFOO** of the Trust.

3.16 Expectations of the Chair

The Chair has a unique position and relationship with the Headteacher. The Chair has a non-executive leadership role.

The Chair is expected to be a confidant for the Headteacher and in return should expect the Headteacher to take the Chair into his/her confidence on both a formal and informal basis. The Chair's private conversations with the Headteacher will be confidential.

The Chair should be the champion of the Headteacher; but also, in private provide the challenging questions and seek assurances. The relationship is a partnership; but not an emotional one. The Chair's primary motivation in managing their relationship with the Headteacher is securing the best interests of the academy and the Trust.

The Chair will want to secure the Headteacher's welfare and be considerate of their workload and stress levels. If a Chair has concerns about the Headteacher's performance or welfare, they should discuss it confidentially with the Headteacher, if appropriate they will confidentially escalate that concern with the CEO.

3.17 Election of the Chair of the LGB

The Clerk to the LGB will conduct the election of the Chair, after which time the conduct of all meetings will be under his/her control or, in his/her absence, the Vice-Chair. The term of office for the Chair is one year, but the Chair is eligible for reappointment at the end of that term. Local Governors will be asked to self-nominate at the first meeting of the academic year.

The Trust Board is entitled to remove the Vice-Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

Those standing should withdraw from the meeting even if there is only one candidate to consider. This will encourage a proper discussion to take place. Local Governors are encouraged to focus on electing someone with the skills for the role and not just a willingness to serve.

3.18 The role of the Vice-Chair

The Vice-Chair is also appointed by the LGB. The term of office of the Vice-Chair is one year, but the Vice-Chair is eligible for reappointment at the end of that term. Local Governors will be asked to self-nominate at the first meeting of the academic year.

The Trust Board is entitled to remove the Vice-Chair from office at any time, although this

would not necessarily affect the individual's position as a Local Governor.

The responsibilities of the Vice-Chair include the following:

- > To deputise for the Chair in his or her absence.
- > To ensure Local Governors fulfil their commitment to visit their academy and make appropriate arrangements to meet their CPD requirement.
- > To provide a link between the LGB and the Trust Board.

In the absence of both the Chair and the Vice-Chair at a meeting, the LGB will elect a temporary Chair from among their number so long as there is a quorum.

Those standing should withdraw from the meeting even if there is only one candidate to consider. This will encourage a proper discussion to take place. Local Governors are encouraged to focus on electing someone with the skills for the role and not just a willingness to serve.

3.19 The role of the Clerk

The Trust Board will appoint a Clerking service for LGB's to support their work with a view to ensuring the efficient functioning of the Board. The LGB will have regard to advice from the Clerk as to the nature of the LGB's functions.

The Clerk will support the work of the Local Governors and attend all their meetings. The Clerk will prepare a draft agenda for the Chair to discuss with leadership and ensure all Local Governors receive the final copy and supporting papers within seven days of the meeting.

The Clerk will facilitate meetings and promptly prepare a set of draft minutes, for the Chair to review. Minutes must then be circulated to all Local Governors within ten days and made available to the Chief Finance and Operating Officer.

The Clerk will keep membership, attendance and training records and ensure all new Local Governors receive a handbook. The Clerk will maintain a register of business interests of LGB Members and ensure attendance data is up to date and reporting requirements on the governance page of the website are met by informing the School Business Manager of any changes. GIAS (Get Information About Schools) must also be kept up to date at all times by the academy.

If the Clerk is unable to attend a meeting and the Clerking service is unable to replace the regular Clerk, the LGB may appoint a Local Governor, who is not a member of staff or Chair to act as Clerk for the purposes of that meeting.

The responsibilities / functions of the Clerk to the LGB are as follows:

- > Convene meetings of the LGB including sending notices and papers of meetings.
- > Attend meetings of the LGB and ensure minutes are produced.
- > Maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB.
- > Maintain a register of Local Governors' attendance at meetings and report on non-attendance to the LGB.
- > Report to the LGB as required on the discharge of the Clerk's functions.

3.20 Stakeholder voices

LGBs are expected to have regard to the voices of their various stakeholders (especially pupils, parents and staff) and to put in place arrangements to receive feedback and to respond appropriately. This includes engaging stakeholders through defined governance arrangements (including elected parent and staff Governors on the LGBs) more broadly.

Accessing and responding to pupils' collective concerns is an important part of the operations and governance of Boleyn Trust academies. All academies have active Pupil Councils with representatives from each year group. Each LGB is expected to give due regard to issues that are raised through the Pupil Council and the management actions taken in response to the issues.

3.21 Convening meetings of the LGB

The LGB will hold 6 meetings in each academic year. The timings of these meetings are scheduled to be consistent across the Trust and will be held in the first two weeks of September, November, January, March and May and mid to late July. The times and days within these meeting windows will be decided by each LGB.

The Clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the Chair directs.

Any two Local Governors may call a meeting by giving written notice to the Clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the Clerk to convene a meeting as soon as reasonably practicable.

No meeting is permitted to take place without the attendance of the Headteacher.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda. The Local Governors may invite persons who are not Local Governors (to attend the whole or Part of any meeting) for purposes connected with the meeting.

Local Governors are encouraged to use virtual platforms where this is more convenient to Governors.

3.22 Draft standard agendas

LGBs are advised to use the Local Governing Board Agenda Cycle set out in this handbook to prepare their workload (5.6). Local Governors are not to add workload related to financial, personnel, estate management strategies as these are governed centrally. However, where there are financial or HR policies, Local Governors should be aware of their content for information. Local governance must focus on standards and stakeholder engagement without adding any duplication to works already conducted by the Trust Board.

It is expected that Local Governing Board meetings will fall into the following schedule:

- > Weeks 2 and 3 of September – [Autumn 1]

- > Weeks 3 and 4 of November – [Autumn 2]
- > Weeks 3 and 4 of January – [Spring 1]
- > Weeks 3 and 4 of March – [Spring 2]
- > Weeks 3 and 4 of January – [Summer 1]
- > Mid to late July – [Summer 2]

3.23 Financial matters

In line with their duties and responsibilities as Trustees and Directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the academy be held centrally for the following reasons:

- > To be allocated to the provision of central services received by the academy; in pursuance of the Trust's reserve policy; and/ or
- > As otherwise may be determined by the Trustees acting reasonably and in the best interests of the Trust.

3.24 Voting at meetings of the Local Governing Body

The quorum for meetings of the LGB and for any vote on a matter at such meetings is one half of the total number of Local Governors in office at that time (rounded up to the nearest whole number).

A meeting shall be cancelled if the number of Local Governors present does not meet the quorum specified. A meeting will terminate if Local Governors leaving early results in the quorum not being met. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted. Where there is an equal division of votes, the Chair has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies.

3.25 Intervention

The LGB will work closely with the Trust Board and the Executive Team and shall promptly implement any advice or recommendations made by the Trust Board or the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

The Trust Board is accountable for the performance of the Academies, but the responsibility for oversight of the Academies' senior leadership team is shared with the Local Governing Body who play an important part in monitoring performance and supporting the senior leadership team.

In the event that intervention is either formally threatened or is carried out by the Secretary of State, the Trust Board expressly reserves the unfettered right to review or remove any

power or responsibility conferred on the Local Governing Body in such circumstances.

Intervention by the Trust will be triggered by any of the following:

- > A breakdown in the way the school is managed or governed.
- > The safety of pupils or staff is threatened, including a breakdown of discipline.
- > A rapid and unexpected decline in exam performance or internal predictions.
- > A significant safeguarding issue that cannot be dealt with locally.
- > Evidence of serious financial weaknesses or mismanagement.
- > A change (downward) in Ofsted category.
- > A request from the Local Governing Body.
- > Serious and significant complaint(s) from stakeholders or outside bodies that cannot be or have not been satisfactorily resolved locally.
- > A reputational risk to the school or Trust.
- > A local operational decision of such risk or significance that would have a bearing on the Trust.
- > Identification of weak governance.
- > In response to the outcomes of an annual review of governance or Ofsted inspection.
- > A sudden or unexpected dip in the school's mid-term performance.

On the instruction of the Chief Executive Officer and Board of Trustees, the Chief Finance and Operating Officer will manage the process of standing down a Local Governing Body in liaison with the Headteacher.

Where necessary, the Trust Board will put in place for an appropriate period an Intervention Board whose responsibility will be to address the areas of weakness.

3.26 Committees of the Local Governing Body

The LGB may establish Committees to carry out certain functions of the LGB – such as complaints and grievance hearings Committees. The LGB will adopt the Trust Boards standards Terms of Reference.

No other committee is to be established without the agreement of the Trust board.

There should be no separate Finance Committee as the scrutiny and decision-making role is conducted by the CEO, the Trust Board, the Executive and the CFO.

The school will be presented with a financial update for their academy, with commentary, once a term.

3.27 Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded, and the minutes signed by the Chair at the next meeting of the LGB. The written record (once approved by the Chair of the relevant LGB meeting) shall be forwarded by the Clerk to the Chief Finance and Operating Officer, as soon as is reasonably practicable, so they can be shared with the Board.

04. Role of link Governors

4.1 The role of link Governors

Local Governors, collectively, strategically improve our academies by holding the Headteacher to account for providing high quality teaching and learning, which will lead to the highest possible levels of attainment and progress for our children, in a safe, caring environment that allows them to develop spiritually, morally, socially and culturally.

The purpose of a link Governor is to take a lead monitoring role on a specific strategic area for development and improvement. The priorities for link Governors should be a reflection of the annual Academy Development Plan and ensure the academy's longer-term vision and aims are being achieved.

Local Governors play an important role in knowing their academy well and working with parents, children and staff. However, there is also an expectation that link Governors will develop their skills by communicating, and where possible visiting, their partner link Governors in the other Boleyn academies to ensure clarity and consistency of approach.

The responsibilities of a link Governor are:

- > Building a trusting, professional working relationship with the member of academy staff responsible for the identified curriculum/priority area, so that the Governor champions can become true 'critical friends'.
- > Investing in the identified curriculum/priority area and attend occasional team meetings/ visit with the relevant academy staff regularly.
- > Regularly reviewing and evaluating the strategies in place to improve outcomes for all children within the identified curriculum/priority area.
- > Scrutinising the data/information used for self-evaluation within the identified curriculum/priority area.
- > Ensuring that academies policies are followed in the identified curriculum/priority area and highlight any concerns about shortcomings in policy/practice.
- > Reporting back to the local governing body and via Minutes.
- > Being an advocate for the identified curriculum/priority area within the local governing body meetings.

The link Governor role works more effectively if succession planning is built in from the start. Therefore, each Local Governor should be the lead champion in one area and play a supporting role in another. This also helps new Governors develop their skills and confidence.

Being a link Governor:

- > Take a special interest in your champion area.
- > Ensure that your champion area remains high on the academy's agenda.
- > Attend in-school and external training in order to keep up to date with developments.
- > Meet with the subject/area Lead termly to discuss strengths and areas for further development.
- > Be involved in the school's work with parents.
- > Ask about resourcing of your subject/area.

4.2 Monitoring and reporting schedule

Link Governors will need to meet with the relevant Teacher/staff member at least three times a year, or more where necessary, and will formally report to the Local Governing Body three times a year.

4.3 What should link Governors ask?

A list of sample questions is included in this handbook to try and align the review each link Governor makes across our academies for each subject/area. These questions will naturally generate more.

A list of sample questions can be found in (5.7).

4.4 Writing your report as a champion Governor

Whilst you are expected to report three times a year, the number of visits/activities is not prescribed. Therefore, your report might cover more than just one visit with the Co-ordinator and may include a visit to a lesson and/or a parent event. Your report is a summary of any engagement.

All reports must be shared with the Headteacher before being shared with staff or being presented at any Governors' meeting. Please ensure you meet reporting deadlines as all academies within the Trust report during the same month to enable the Trust Board and Executive Team to monitor effectively.

All visits to the school must be captured on the Governor Report Form which can be found in (5.8).

05. Appendices

- 5.1 Appointment of Local Parent Governor – Nomination and Declaration of Eligibility
- 5.2 Ballot to Parents/Carers – Vacancy on LGB
- 5.3 Letter to Teaching/Non-Teaching Staff – Vacancy on LGB
- 5.4 Ballot to Teaching/Non-Teaching Staff – Vacancy on LGB
- 5.5 Local Co-opted / Trust appointed Governor Application Form
- 5.6 Local Governing Board Agenda Cycle
- 5.7 Sample questions for Governors to ask.
- 5.8 Governor Visit Report Form