

The Local Governing Body:

Operational Guidance

To be read in conjunction with the:

SNMAT Governors Code of Conduct

Terms of Reference for all SNMAT Governors

**Roles within a Local Governing Body**

1. The central functions of governance are strategy, performance and assurance. In order for the Local Governing Body (LGB) to undertake these effectively, all parties need to be clear about their role and use their time efficiently.
2. To be effective, an LGB must be clear about its responsibilities and manage time and meetings accordingly. Beyond the Chair and Vice-Chair roles, there are **SIX key** roles within a LGB that are essential and **must** be assigned:
3. **Safeguarding Governor**

Role: To ensure that students are kept safe by providing oversight and scrutiny of the safeguarding policy, procedures and practices on behalf of the full governing body. (See APPENDIX 1 for guidance).

1. **SEND Governor**

Role: To ensure that the academy’s SEN policy is implemented appropriately and that the academy’s approach and provision meets the needs of all students with Special Educational Needs and Disabilities and enables them to make the best possible progress. (See APPENDIX 2 for guidance).

1. **Christian Distinctiveness Governor**

Role: To ensure that the Christian ethos of the academy is being promoted and developed effectively and in a way that enhances the education of all students and the whole academy community. (See APPENDIX 3 for guidance).

1. **Training/Induction Governor**

Role: To co-ordinate the training and development to meet the identified needs of the

LGB and to ensure that new LGB members receive induction training following their appointment to the LGB. (See APPENDIX 4 for guidance).

1. **GDPR Governor**

Role: To ensure that the Data Protection Policy, which contains operational guidance on compliance with the GDPR, is adopted and implemented in the academy. The role also includes monitoring the policy by obtaining confirmation of compliance.  (Refer to SNMAT Data Protection Policy June 2022 for further details).

 **f) Health & Safety Governor**

Role: The governing body has a responsibility to ensure that pupils and employees are not put at unnecessary risk while at school or on educational trips. The health and safety governor's role is undertaken at a strategic level, whilst the day-to-day responsibilities lie with the academy/trust leaders.

1. The bulk of the work of an LGB will be undertaken during focused meeting times. There are three types of meeting:
* **GKIT meetings**
* **Full LGB Meeting**
* **Accountability Panels**

During Accountability Panel meetings, the focus of each member of the LGB should be ensuring that leaders at all levels are held to account for their work. This means that governors will celebrate successes with leaders, and provide challenge where things are not working well enough.

1. In practice, this means that the agenda for an accountability panel needs to be set well in advance, and is informed by the meeting of the full LGB – which in turn is supported by the GKIT process. This is illustrated below:

**GKIT:**

SNMAT Academy Improvement Director meets with Key Governors to make recommendations

**Full LGB**

Consider recommendations from GKIT and set agenda for Accountability Panels (invite leaders and determine focus)

**Accountability Panel 1**

Leaders’ impact reports evaluated and reports inform next GKIT

**Accountability Panel 2**

Leaders’ impact reports evaluated and reports inform next GKIT

1. **Making Accountability Panels Effective**
	1. An Accountability Panel (AP) is an opportunity to bring together governors and academy leaders from across the academy.
	2. Academy leaders at all levels can be asked to report to the AP. It is anticipated that the headteacher/principal will more frequently be part of the panel than be presenting to the panel.
	3. Academy leaders can only be asked to prepare an impact report in an area that they have specific responsibility for. The impact report should be brief and should represent a summary of work that is currently occurring – it should not present academy leaders with an additional burden. It is critical that AP members reinforce this message at every opportunity and consider restricting the impact report to a word-limit (500 words?) or a page length (two sides of A4 at font 12, for example).

* 1. The LGB will consider recommendations and guidance from the GKIT and request impact reports from leaders with a specific focus. These are to be presented at the appropriate AP.
	2. A week in advance of the AP, leaders will provide a brief impact report for circulation to panel members.
	3. It may be appropriate for the AP to take place during an event that is associated with the focus: A work scrutiny, for example, or a moderation meeting. This will enhance panel members’ understanding of the context but should not take the place of an impact report.
	4. At the AP, the academy leader will explain the context and detail of the impact report. Panel members will then have an opportunity to explore the report through dialogue with the academy leader. The following sequence of evaluation should be pursued:
		1. What is the impact of your work in this area (*this should be covered by the report*)?
		2. How do you know (*where is the evidence*)?
		3. Can you show us some of this evidence (*this may involve visits to classrooms or other parts of the academy to support the evidence*)?
		4. What are the next steps in this area, and what are your targets?
	5. The panel will make a brief evaluation of the impact report, presentation and dialogue with the academy leader in a report to the next GKIT and then full LGB meeting. It is expected that in the great majority of cases, the academy leader is thanked for the report and the associated work/impact that it is having on pupils’ outcomes.

1. **LGB visits to the academy**
	1. Members of the LGB should take opportunities to visit the academy beyond meeting times. It is acknowledged that LGB members are volunteers and have multiple commitments beyond those of the academy.

* 1. Local arrangements should be made with academy leaders so that governors can observe the academy at work. The visits should be recorded using a standardised template. These visits are likely to include:
		1. Learning walks with academy leaders.
		2. Attendance at key events (parents’ evenings, celebration events, performances).
		3. Attendance at meetings in an observation role (staff meetings, senior leaders).
		4. Attendance at Quality Assurance events in an observation role (work scrutiny, pupil voice, parent focus groups etc).
		5. Visits and trips.
	2. A note of these visits should be made at full LGB level. Feedback from such visits should form part of AP discussions and may inform future visits.
1. **Review Date**

The implementation of this policy will be reviewed by the Chair of Governors and Head Teacher annually and they will report on progress in these areas to other members of the LGB.

**9.** **LGB Noting and Review Date**

This policy has been formally noted and adopted by the LGB at a meeting on:

**APPENDIX 1**

Safeguarding Governor

Role: This role is an essential role in ensuring that students are kept safe. The safeguarding governor plays a key part in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

The remit: is to:-

* complete an annual safeguarding audit of the procedures and policies in the academy and inform the SNMAT and LA of the findings
* monitor the implementation of the safeguarding policy
* at least once a year monitor child protection records
* act as a ‘critical friend’ to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
* ensure there is a suitably qualified, trained and supported Designated Senior Person who has responsibility for responding to and overseeing safeguarding issues and that this person is supported by a Deputy Designated Person
* ensure there is a robust system for recording, storing and reviewing child welfare concerns.
* provide reports to the governing body on a termly basis to enable adequate oversight, understanding and development of solutions.
* ensure that school staff and governor training is up to date.
* attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role
* ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training and that interview panels follow any safer recruitment training
* have oversight of the single central record and ensure it is up to date and maintained in line with guidance.
* take account of how safe students feel when in school.
* ensure the academy reviews the curriculum in order that key safeguarding ‘messages and lessons’ run throughout.
* ensure the academy does not operate in isolation and has a full awareness of agencies available to support children and families

**APPENDIX 2**

SEND Governor

Role: The SEND governor plays a key part in ensuring that the academy’s SEN policy is implemented appropriately and that the academy’s approach and provision meets the needs of all students with Special Educational Needs and Disabilities and enables them to make the best possible progress.

The remit is to:-

* make sure that a ‘responsible person’ is appointed to ensure that all involved with teaching students with SEN or disabilities are informed about policy and practice
* build a trusting and supportive relationship with the Special Educational Needs Co-ordinator (SENCO)
* keep up-to-date with knowledge of the academy’s SEN provision, including how SEN children are identified and use of additional funding and deployment of staff/resources
* ensure that the governors SEN Information Report is published
* ensure that all SEN and students with disabilities are fully involved in the academy’s activities
* ensure that parents of SEN students are notified of the provision for their child
* ensure that the SEN policy is regularly reviewed
* report back regularly to the LGB about the quality and effectiveness of SEN provision and make recommendations for inclusion in the academy improvement plan

**APPENDIX 3**

Christian Distinctiveness Governor

Role: To ensure that the Christian ethos of the academy is being promoted and developed effectively and in a way that enhances the education of all students and the whole academy community.

The remit is to:-

* ensure that the overall strategic vision of the school as a church school is aligned with the Church of England Vision for Education – “Deeply Christian Serving the Common Good”.
* evaluate how Christian values are being worked out and built into the ethos of the academy through policies and the way it conducts its business
* ensure collective worship is given priority and that it engages students and enables them to experience awe and wonder and a spiritual dimension of life
* ensure the importance of RE is recognised within the curriculum and delivered in ways that are meaningful and relevant
* link with the academy chaplaincy team (secondary) or the local clergy person (primary) and discern how effectively they are contributing to the pastoral and spiritual life of the school
* monitor the use of Christian signs and symbols around the academy to remind the academy of its church school status
* ensure that the governing body is up to date with the requirements of the SIAMS inspection
* process, contributes to the self-evaluation process and monitors its progress against the SIAMS schedule
* to ensure that the academy takes the views of different sections of the academy community seriously especially the voice of the weakest
* to ensure that the academy plays a part in promoting community cohesion both within the academy and in the wider community it serves

**APPENDIX 4**

Training/Induction Governor

Role: The co-ordination of training and development to meet the identified needs of the

LGB and to ensure that new LGB members receive induction training following their appointment to the LGB.

The remit: is to:-

* develop an annual overall LGB training programme for the whole governing body to include response to identified needs and monitor the effectiveness of the programme and governors’ involvement in the academy
* ensure that training and development opportunities are brought to the attention of, and discussed by, the LGB on a regular basis including supporting members with the booking of courses
* help the governing body understand the most cost effective means of achieving the training programme, utilising the annual subscription to the National Governance Association Learning Link programmes.
* report termly to the LGB on training undertaken
* evaluate the success or otherwise of the training provision and make recommendations on how to further develop it
* monitor expenditure on training
* ensure new members have an understanding of the duties and responsibilities of the LGB, receive key documentation and policies and are made aware of the training opportunities available for new LGB members

**APPENDIX 5**

GDPR Governor

Role: Ensuring that the SNMAT Data Protection Policy, which contains operational guidance on compliance with the GDPR, is adopted and implemented in the academy and then monitor its compliance using the following methods:

* check that the Data Protection file is being kept up to date.
* check that the training log and the breach register are up to date.
* if there have been any breaches, the governor should ask to see evidence of the investigation and what control measures have been put in place to reduce the likelihood of such a breach happening again.
* monitor subject access requests.

**Appendix 6**

Health & Safety Governor

Role: The governing body has a responsibility to ensure that pupils and employees are not put at unnecessary risk while at school or on educational trips. The health and safety governor's role is undertaken at a strategic level whilst the day-to-day responsibilities lies with school/trust leaders.

The remit is to:-

* Ensure that the school's health and safety policy is proportionate, compliant and reflects the context. SNMAT have a H&S policy that should be reviewed by school staff annually.
* Seeking assurance that procedures set out in the policy are being followed and staff access suitable CPD where required.
* Maintaining effective risk management - academy trusts must maintain a risk register but this is good practice for all schools.
* Ensuring that direction from the relevant authority or legal employer is being followed (such as from the local authority, academy trust or diocese).
* Evaluating reports from school/trust leaders, including data on accidents or near misses.
* Monitoring the outcomes of independent health and safety audits and inspections, ensuring that any identified areas for improvement are acted on.
* This is achieved by termly health and safety governor inspections (as a minimum) using the following SNMAT templates. This includes a general H&S inspection, a specialist departmental inspection if applicable and a H&S checklist. *(Nottinghamshire County Council are our current H&S provider/appointed competent person and conduct their audits on a 3 yearly cycle. Copies are kept centrally at the trust and at the school and outline any actions that are needed, and the timeframe expected.)*

Templates for the following are available (via Governorhub):

SNMAT Governor H&S Termly Inspection

SNMAT Governor H&S Departmental Area Inspection

SNMAT Governor H&S Checklist