



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST



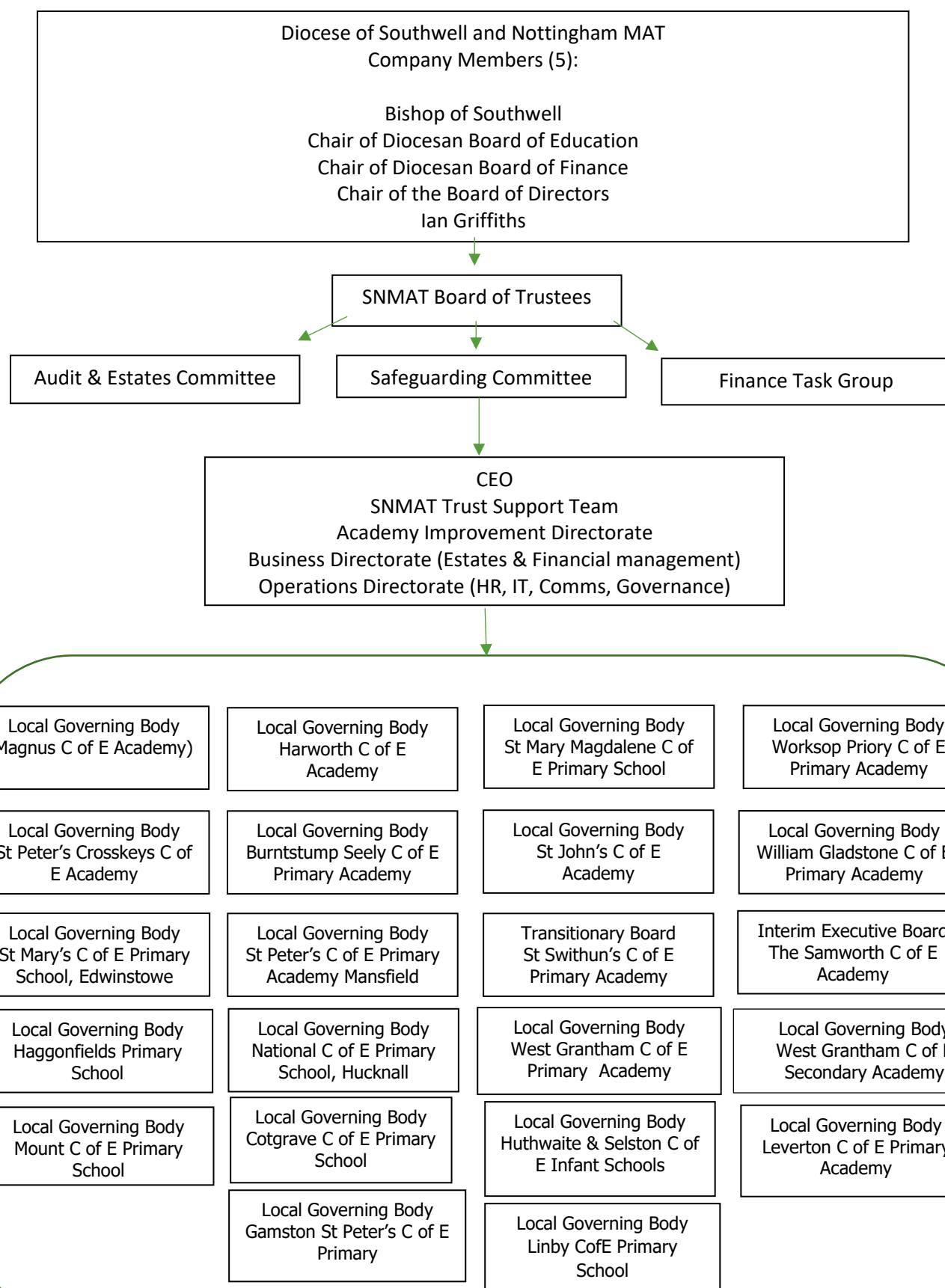
Governance Operational Handbook

2025-2026

Contents

SNMAT Structure	3
Values	4
Constitution	5
Trust Support Team Contact Details	6
SNMAT Governance	7
Scheme of Delegation	9
2024-2025 SNMAT Governance Meeting Dates	13
2024-2025 SNMAT Governance Meeting Cycle	14
Governor Appointment Process Chart	16
Governor Resignation Process	17
The Local Governing Body Operational Guidance	18
Governors Code of Conduct	26
Terms of Reference for Governors of Local Governing Bodies	31
Terms of Reference for Senior Governors of Local Governing Bodies	33
Monitoring Report (Example)	35
GKIT Agenda	37
Accountability Panel Impact Report	39
Governor Induction Process	40
National Governance Association	41
Information for Ofsted Inspections	42
Common Education Abbreviations	45

SNMAT Structure



SNMAT Values

The Diocese of Southwell and Nottingham Multi Academy Trust shares the Church of England Education Foundation's core values. These four values of **Dignity**, **Wisdom**, **Hope** and **Community** are daily realised by our actions, words, ambitions and prayers.

Each determines all that we do.

They co-exist, nourish and nurture one another.

They are twines, interwoven into the fabric of our Trust.

All that we do begins with **Dignity**.

Dignity

Each and every interaction, communication and intention evidence the worth and regard of all within our community.

Truly, truly, I say to you, a servant is not greater than his master, nor is a messenger greater than the one who sent him.

John 13:16

Hope

We are defined by our aspirations, ambitions and expectations for the best of all there is for our communities.

Know that wisdom is such to your soul; if you find it, there will be a future, and your hope will not be cut off.

Proverbs 24:13

Wisdom

We seek, gather and celebrate experience, knowledge and enlightenment.

Blessed is the one who finds wisdom, and the one who gets understanding, for the gain from her is better than gain from silver and her profit better than gold. She is more precious than jewels, and nothing you desire can compare with her.

Proverbs 3:13

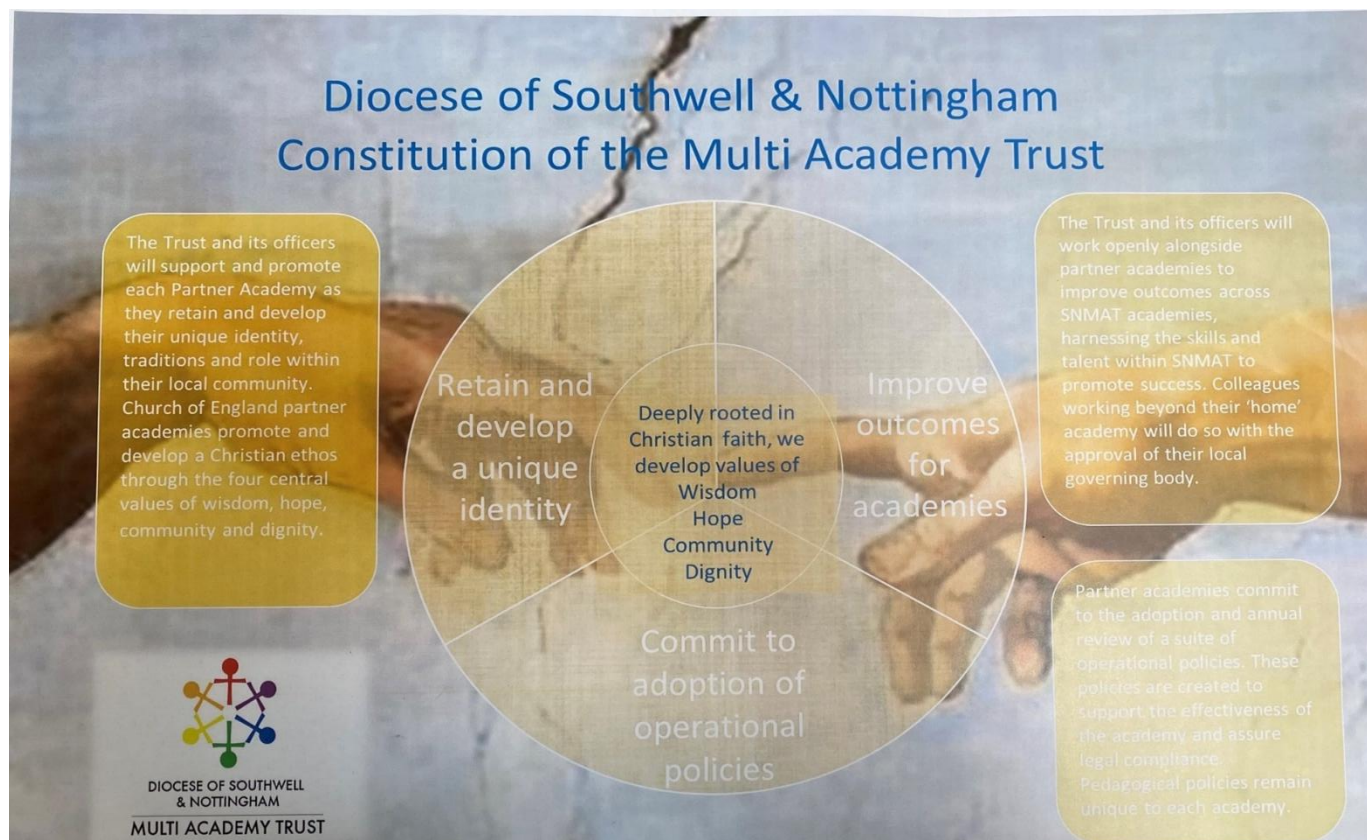
Community

Our values will be seen by the impact that we have on those that we are privileged to serve.

All of you, have unity of mind, sympathy, brotherly love, a tender heart, and a humble mind.

1 Peter 3:8

Constitution



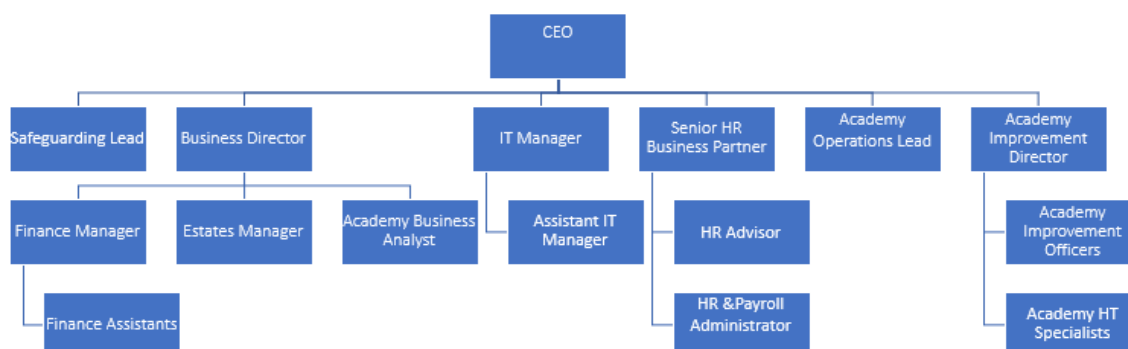
Governance Contact Details:



Carly Heathorn
Academy Operations Lead
governance@snmat.org.uk

01636 557390
07841 024891

Trust Support Team





SNMAT Governance

Overview

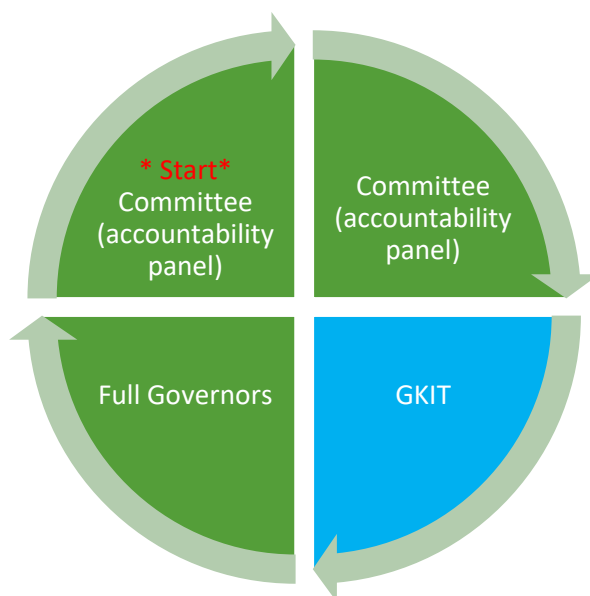
The way SNMAT governance works reflects the six key features of effective governance. As outlined in the DFE Governance Handbook these are; strategic leadership, accountability, people, structures, compliance, evaluation.

As a Trust, its aim is to foster good working practices and establish collective support for each of our partner academies, in a way that reflects our Christian ethos.

The details of the strands of SNMAT governance are outlined below:

1. Aligning the cycle

An SNMAT Governance 'Keep in Touch' meeting occurs termly within the cycle of governance (GKIT). Following committee meetings, a member of SNMAT's school improvement team meets with lead governors in each academy (in a GKIT) to make recommendations for routes of enquiry/accountability for future governance meetings. A diagram of the cycle of meetings is given below.



2. Accountability Panels

Accountability is the second key feature of effective governance, designed to drive up educational standards and financial performance. The focus of the committees is to be an 'accountability panel'.

The focus of their work is re-aligned towards academy improvement:

Effective accountability panels will:

- Hold leaders at all levels to account
- Monitor progress against improvement priorities
- Make recommendations to Full Governor Body meetings

3. Wellbeing

The aim of this strand is to generate discussion around when governing bodies meet, with the view to promoting the wellbeing of both staff and governors. The reality is that there is a huge variance across governing bodies in terms of when they meet and these vary from:

- During the school day
- At different times for different meetings
- Always at the same time
- Always in the evening

By law, employers must give employees who serve on maintained school boards 'reasonable time off' to carry out their duties. The employee and employer must agree on what is 'reasonable time off'. Employers may give time off with pay but do not have to do so. This is for discussion between the employee and the employer. Guidance on time off for public duties is available via <https://www.gov.uk/time-off-work-public-duties>



DIOCESE OF SOUTHWELL & NOTTINGHAM

MULTI ACADEMY TRUST

Reading the grid

✓ = decision making. Where parties are required to propose, advise, recommend, implement, or monitor, this will be indicated as applicable	
BD = Trust Business Director	
EM = Trust Estates Manager	
Note: Decisions delegated to the trust board may be delegated to a board committee (i.e. Audit & Estates Committee, Remuneration Committee etc.,)	
Supporting – a supporting academy demonstrates all or almost all of the following characteristics:	Self sustaining; successful and impactful; likely to be judged at least ‘good’ at its next inspection (overall effectiveness judgement); effectively planning for the future through strategic plans/actions and brave actions; highly effective operational/administrative processes; highly effective and strategic governance holds leaders at all levels to account and enables strategic improvements
Supported – a supported academy demonstrates all or almost all of the following characteristics:	Improving outcomes for pupils; in need of external support to promote further improvement; likely to be judged at least as ‘requiring improvement’ at its next inspection (overall effectiveness judgement); effective strategic planning for the future with some support; increasingly pupil centered decisions drive improvements; effective operational/administrative processes; effective governance is developing with support.
Sponsored - a supported academy demonstrates all or almost all of the following characteristics:	In need of substantial external support to achieve the required improvements; likely to be judged as ‘inadequate’ at its next inspection (in any judgement); fragile leadership; a culture for learning is not embedded; pupils’ behaviour is disrupting learning; financial management is ineffective; relationships do not reflect the Trust’s core Christian values; not yet pupil centred; operational/administrative processes not fully effective; Governance is not yet effective.

Governance Function		Members	Trust Board	CEO/ Core Trust Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Governance framework: people	Members: appoint/remove	?						
	Trustees: appoint/remove	?						
	Parent trustees/parent academy committee (LGB) members: appoint when elected		?			Elect	Elect	Elect
	Board committee chairs: appoint and remove		?					
	Named safeguarding trustee: appoint and remove		?					
	Academy committee (LGB) chairs: appoint and remove					?	?	?
	Academy committee (LGB) members: appoint and remove		?					
	Clerk to board: appoint and remove		?					
Governance Framework: systems & structures	Articles of association: review and agree	?						
	Governance structure for the trust: establish and review annually		?					
	Committee terms of reference and scheme of delegation: agree annually		?					
	Annual schedule of governance business: agree			?				
	Self-review of trust board and committees: complete annually		?					
	Self-review of academy committees (LGBs): complete annually					?	?	?
	Chair's performance: carry out 360° review periodically		?			?	?	?
	Trustee/academy committee (LGB) member contribution: review annually		Chair			Chair of GB	Chair of GB	Chair of GB
Governance Framework: reporting	Publish governance arrangements on trust and schools' websites: ensure			?				
	Annual report on the performance of the trust: submit to members and publish		?	?				
	Annual self-review/triannual external review of board effectiveness: submit to members		?	?				
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		?	?				
	ESFA required reports and returns submit		?					
	Annual report work of academy committee (LGB): submit to trust and publish			?				
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values: approve		?					
	Determine school level policies: approve				?	?	?	?
	Management of risk: establish register, review and monitor		?	Establish & Review	Review & Monitor	Monitor	Monitor	Monitor
	Engagement with stakeholders: ensure	?	?	?	?	?	?	?
	Determine trust's vision, strategy and key priorities: approve		?	Propose				
	Determine schools' vision, strategy and key priorities: approve				?	Monitor	Monitor	Monitor
	Chief executive officer: appoint and dismiss		?					
	Accounting officer: appoint and dismiss		?					
	HTs: lead/appoint/dismiss		?	Lead		Representation on panel	Representation on panel	Representation on panel
	Senior Leadership Recruitment : lead/appoint/dismiss		?	Lead with Headteacher & recommend	Lead with CEO & appoint	Representation on panel	Representation on panel	Representation on panel

Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
	Budget plan to support delivery of trust key priorities: agree		?	BD prepares consolidated budget				
	Budget plan to support delivery of schools' key priorities: agree		?	BD supports Headteacher with preparation	Prepare in consultation with LGB	Recommendation for approval	Recommendation for approval	BD prepares, LGB to note
	Trust's staffing structure: agree		?	CEO propose				
	Schools' staffing re/structure: lead/appoint		?	Support Headteacher	Lead	Recommendation for approval	Recommendation for approval	Recommendation for approval
	Facilities expansion: approve		?	EM Assesses viability	Prepare business case	Develop academy strategy	Develop academy strategy	Develop academy strategy
Holding to account	Ensuring compliance (e.g. safeguarding, H&S, employment): agree auditing and reporting arrangements		?	BD provides procedures	Lead on site specific day to day issues	Responsibility shared with Trust Board	Responsibility shared with Trust Board	Responsibility shared with Trust Board
	Monitoring progress on key priorities: agree reporting arrangements		Monitor	Report on Trust	Report on academy	Monitor	Monitor	monitor
	Performance management of the chief executive: undertake		?					
	Performance management of Headteacher:		Monitor	Lead for sponsored academy		Undertake	Undertake	Trust consultant to undertake
	Headteacher - allegations of gross misconduct, disciplinary allegations, capability proceedings, probationary period: lead		Monitor/decision at appeal	? & final decision		Sit on panels & final decision	Sit on panels & final decision	Sit on panels & final decision
	Teacher/staff performance management			Support	Lead	Approve	Approve	Approve
	Allegations of gross misconduct: lead process		Monitor	support	lead	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Disciplinary allegations: lead process		Monitor	support	?	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Capability proceedings: lead process		Monitor	support	?	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Probationary period: implement and monitor		Monitor	support	Lead & make decision	Hear appeal and make decision	Hear appeal and make decision	Hear appeal and make decision
	Safeguarding: implement procedures and monitor		Monitor	Safeguarding Officer Supports	?	Monitor	Monitor	monitor
Financial Oversight	CEO pay award: agree		?					
	Headteachers' pay award		Monitor	Support		Undertake	Undertake	Undertake
	Teacher/staff appraisal pay progression			Support	Lead	Approve	Approve	Approve
	Benchmarking and trust wide value for money: ensure robustness			? BD				
	Monitoring budget: agree reporting		?	BD lead	Prepare	Monitor	Monitor	Monitor
	Annual budget submission: prepare, submit		Final Decision	BD lead	Prepare	Recommend	Recommend	Note
	Budget revisions: approve		Final Decision	BD lead	Prepare	Recommend	Recommend	Note
	Purchase order/invoice approval			Establish process	Implement & Monitor	Monitor	Monitor	Monitor
	Acceptance of a formal tendering process		>£25,000	BD support & advise	< £9,999	£10,000 - £24,999	£10,000 - £24,999	£10,000 - £24,999
	Acceptance of a quote/tender other than the lowest		>£10,000	BD support & advise	<£4,999	£5,000 - £9,999	£5,000 - £9,999	£5,000 - £9,999

Governance Function	Members	Trust Board	CEO/ Trust Support Team	Headteacher	Local Governing Body		
					Supporting	Supported	Sponsored
Authority to write off bad debts		£250 & beyond		<£249.99			
Approval for capital expenditure not included in the original budget		£10,000 & beyond	BD to support & advise		Approve <£10,000 Recommend approval to Trust board >£10,000	Approve <£10,000 Recommend approval to Trust board >£10,000	Approve <£5,000 then Trust Board approves
Asset disposal		>£5k	BD to advise	<£5k	Monitor	Monitor	Monitor
Virements		£10,000 & beyond		Prepare & propose	<£9,999	<£9,999	<£4,999
Reporting & Audit	Approve statutory account	?	BD Lead		Monitor responses	Monitor responses	Monitor responses
Contract negotiation		>£60,000	BD to advise CEO approve £25,000-£59,999	Prepare & propose	£10,000-£24,999	£10,000-£24,999	Approved by Trust Board
Capital expenditure from School Condition Allocation (SCA)		Approve	Prepare & propose. EM discretion to go over approved budget by 5%	Input	Input	Input	Input
Expenditure on premises (either from DFC or revenue reserves)		£10,000 & beyond	EM support & advise	Prepare & propose	<£10,000	<£10,000	<£5,000 then Trust Board approves
Asset Management Plans: create			EM to support	Prepare & propose	Input	Input	Input
Academy maintenance programme			EM to support	Prepare & propose	Input	Input	Input
Estates Management Plan: create		Approve	EM to create				
Health & Safety		Accountable	EM to support	Day to Day	Responsible	Responsible	Responsible
Statutory Compliance – Fire RA, Legionella RA, Asbestos etc.,			EM arrange surveys	Arrange remedial works with support	Monitor	Monitor	Monitor
Legal Claims (employers liability, public liability, motor etc.,)			BD & EM to support	Lead			

SNMAT Governance Meeting Cycle : 2025 – 2026

Term	Accountability Panel 1 & 2	G-KIT	Full Governing Body Meeting
Autumn 2025	2 nd September – 18 th October	3 rd November – 28 th November	24 th November – 19 th December
Spring 2026	5 th January – 13 th February	23 rd February – 27 th March	2 nd March – 27 th March
Summer 2026	13 th April – 22 nd May	1 st June – 26 th June	29 th June – 27 th July

Academy Improvement Team Linked Person			
Zarina Connolly	Jo Hall	Chris Moodie	Sam Robinson
Magnus	Selston	Magnus	St Swithun’s
The Samworth Church Academy	Huthwaite	The Samworth Church Academy	Mount
West Grantham Secondary	Harworth	West Grantham Secondary	Priory
	St Peters Cross Keys	Hucknall National Primary	Kings
	Kneesall	St Mary Magdalene	West Grantham Primary
	Gamston	Mansfield St Peters	Leverton
			St John’s
			Burntstump
			Linby
			Cotgrave
			Edwinstowe St Mary’s
			Haggonfields



2025-2026 SNMAT Governance Meeting Cycle



Admin (Chair of GB to propose split of responsibilities between governors; Safeguarding, SEND, Christian Distinct, Training, GDPR, Business Manager & Chair)	Who?	Accountability Panel 1 Standards	Accountability Panel 2 Finance	GPRD/GKIT meeting with Academy Improvement Director or CEO	Full Governing Body Meeting
AUTUMN TERM 2025		02 September – 18 th October	02 September – 18 th October	03 – 28 November 2025	24 November – 19 December 2025
Set Meeting Dates (according to SNMAT cycle) Agenda setting for APs &/or support with FGB (if clerked by NCC) Complete Skills Audit		Leaders present impact report GKIT Focus Review last year’s outcomes & achievements v targets	Leaders present impact report GKIT Focus Note projected outturn for previous year	Celebrate strengths Identify development areas	Election of Officers Review minutes of previous meeting and Accountability Panels

Identify key roles for Governors – including governor visits and monitoring for the year ahead Sign Code of Conduct Complete Declaration of Business Interests Review staff training records Ensure annual safeguarding information is updated and actioned (MR) Update Single central record, ensuring completion of monitoring checks* (MR) Ensure implementation & method for monitoring Hays Safeguarding training (MR) Ensure Safer recruitment training is completed (MR) Action Headteacher ARP & Salary Review (according to SOD) (update via MR) Gather pupil attendance statistics for review at FGB (MR) Share SEF judgments (MR) Staff Absence Monitoring (MR) Circulate Staff Code of Conduct Review Accident Reporting (F45) at the academy (MR) GDPR monitoring (MR) Review premises & put together proposed action plan (MR) Circulate revisions to HR policies / procedures Circulate updated SNMAT policies Circulate academy specific policies SEN (MR) Pupil Premium (MR); Sports Funding (MR) Ensure link governor monitoring visits are completed and evidenced using templates provided (in Governorhub and for safeguarding documents*, in SNMAT Safeguarding Team)		Note agreed targets for year ahead and strategies to raise standards Note child protection and safeguarding policies and updates and agree monitoring method. Read KCSIE. Review Admissions Policy/Discuss any future changes	Monitor income and expenditure against agreed budget Approve planned use of surpluses (if appropriate) Note headteacher recommendations re: teachers’ salary review Review Health & Safety report & produce action plan Review and Update academy risk register Review Business Continuity Plan Consider and approve proposals for major capital projects (if applicable)	Review progress against actions from previous visits Trust Governance update/communication Undertake bespoke support and governor upskilling Make governors aware of key educational changes Identify and agree information that Governors would feel beneficial for Spring Term.	Governor feedback from GKIT – determine focus for Accountability Panels Priorities for academy improvement Headteacher report – including staffing update Evaluate rates of pupil attendance Review skills audit and agree training needs Formally note/adopt policies and monitoring method as appropriate Acknowledge/discuss Monitoring Report Approve admission arrangements for 2027/28
SPRING TERM 2026		05 January – 13 February 2026	05 January – 13 February 2026	23 February – 27 March 2026	2 March –27 March 2026
Update Single Central Record, ensuring completion of monitoring checks* (MR) Staff Absence Monitoring (MR) Review Accident Reporting (F45) at the academy (MR) GDPR monitoring (MR) Circulate updated SNMAT policies Circulate academy specific policies Gather pupil attendance statistics for review at FGB (MR) Safeguarding – report on status of action plan (MR) Review training needs and plans (MR) Review premises action plan (MR) Review Health & Safety action plan (MR) SEN (MR) Pupil Premium (MR) Sports Funding (MR) Ensure link governor monitoring visits are completed and evidenced using templates provided (in Governorhub and for safeguarding documents*, in SNMAT Safeguarding Team)		Leaders present impact report GKIT Focus Review report on development of Christian ethos Review equality and diversity reporting Review standards Discuss any proposals to change the 2028/2029 admission arrangements in preparation for October consultation period	Leaders present impact report GKIT Focus Monitor income and expenditure against agreed budget. Receive internal audit control report (if applicable following on site visit) & determine action plan to address recommendations. Monitor Health & Safety action plan Consider and approve proposals for major capital projects (if applicable)	Celebrate strengths; Identify development areas; Review progress against actions from previous visits; Trust Governance update/communication Undertake bespoke support and governor upskilling Make governors aware of key educational changes Identify and agree information that Governors would feel beneficial for Summer Term impact reports	Review minutes of previous meeting and Accountability Panels Governor feedback from Autumn term GKIT – determine focus for Summer Accountability Panels Headteacher report – to include impact of pupil premium strategies, report on SEND provision, effectiveness of curriculum offer Progress against SDP, SEF updates, report on LAC, GDPR Confirm proposed 2028/29 arrangements for consultation and inform the Trust Support Administrator of proposed changes (if applicable) Formally note/adopt policies and monitoring method as appropriate Acknowledge/discuss Monitoring Report
SUMMER TERM 2026		13 April – 22 May 2026	13 April – 22 May 2026	01-26 June 2026	29 June – 27 July 2026
Update Single Central Record, ensuring completion of monitoring checks* (MR) Staff Absence Monitoring (MR) Review Accident Reporting (F45) at the academy (MR) GDPR monitoring (MR) Monitor Educational Visits (MR)		Leaders present impact report GKIT Focus Review standards	Leaders present impact report GKIT Focus	Celebrate strengths Identify development areas Review progress against actions from previous visits	Review minutes of previous meeting and Accountability Panels Governor feedback from Spring term GKIT – determine focus for Autumn Accountability Panels

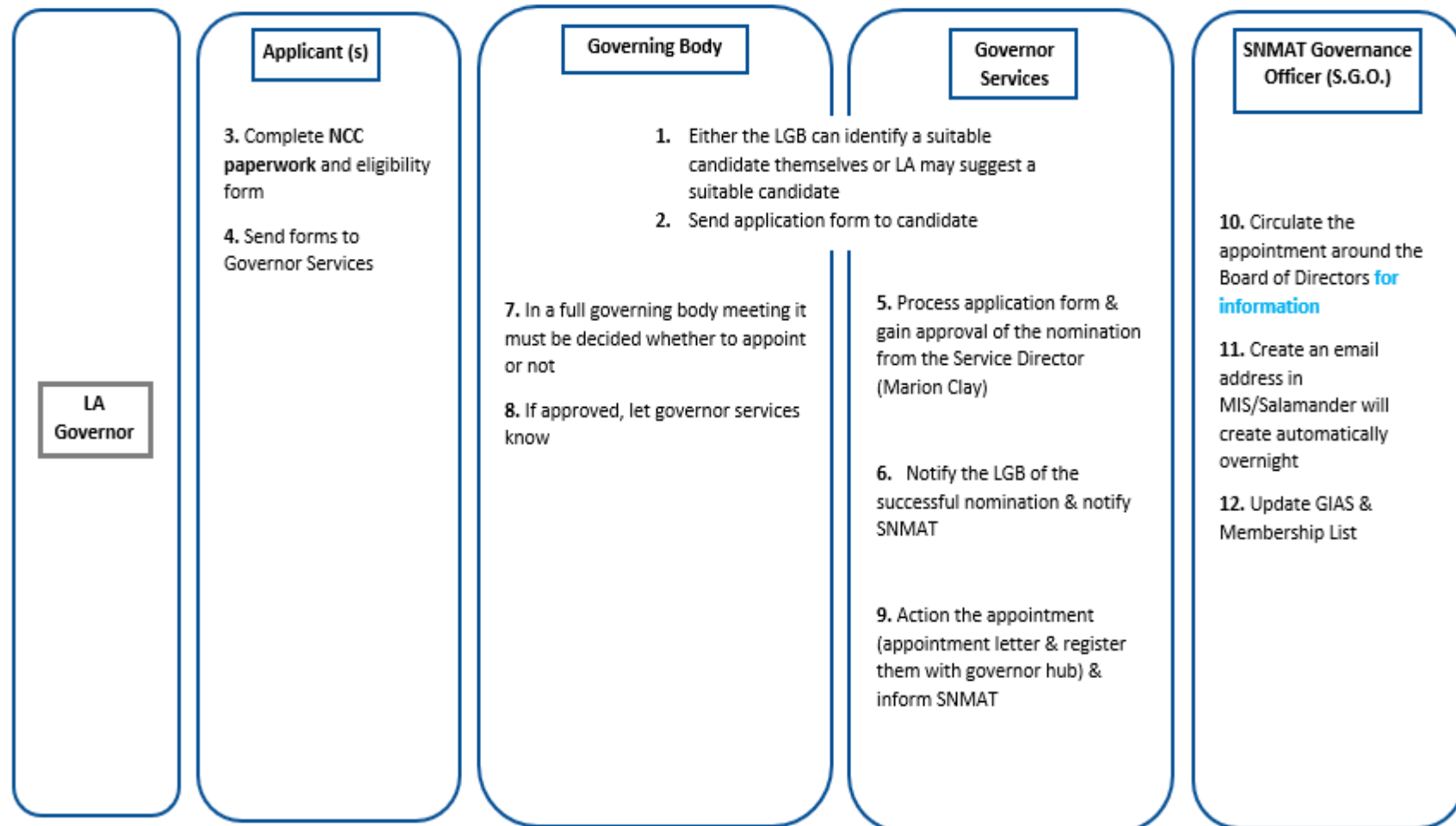
Review website (MR) Circulate updated SNMAT policies Circulate academy specific policies Gather pupil attendance statistics for review at FGB (MR) Safeguarding – report on status of action plan (MR) Completion of self-evaluation Review training needs and plans (MR) Review premises action plan (MR) Review Health & Safety action plan (MR) SEN (MR) Pupil Premium (MR) Sports Funding (MR) Ensure link governor monitoring visits are completed and evidenced using templates provided (in Governorhub and for safeguarding documents*, in SNMAT Safeguarding Team)		Review areas of the curriculum	Receive proposed budget for 2024/25 that will be presented to the SNMAT Board. Submit to Business Director by 01 July 2026. Monitor income and expenditure against agreed budget & note projected outturn at year end. Note GAG statement for following year. Consider and approve proposals for major capital projects (if applicable)	Trust Governance update/communication Undertake bespoke support and governor upskilling Make governors aware of key educational changes Identify and agree information that Governors would feel beneficial for Autumn Term impact reports	Headteacher report – to include report on post 16 provision, report on EYFS Formally note/adopt policies and monitoring method as appropriate Review SNMAT safeguarding report & action plan Acknowledge/discuss Monitoring Report
---	--	--------------------------------	---	---	---

Governor Appointment Process Chart

	Applicant(s)	Chair of Governors	Business Manager (BM)	Diocesan Governance Officer (D.G.O)	SNMAT Governance Officer (S.G.O)
Parent Governors	2. Complete SNMAT parent nomination and eligibility paperwork (from the parent governor election pack).		1. Organise parent election using SNMAT parent governor election pack. School to consider eligibility/suitability of applicants expressing interest in respect of conflicts of interest and, or any other concerns which can then be raised with headteacher/Chair of Governor/SNMAT Board before any election is held. 3. Send paperwork of successful applicant(s) to S.G.O		4. Circulate application paperwork around SNMAT Directors for information . 5. Inform Governor Services (cc. relevant contacts). 6. Create an email address in MIS/Salamander will create automatically overnight 7. Send out appointment letter. 8. Update GIAS & Membership List
Staff Governor	2. Complete SNMAT nomination and eligibility paperwork.		1. Organise staff election using SNMAT staff governor election pack 3. Send paperwork of successful applicant(s) to S.G.O.		4. Circulate paperwork around SNMAT Directors for information . 5. Inform Governor Services (cc. relevant contacts). 6. Send out appointment letter, update GIAS & Membership List
Non Church Governors	2. Complete SNMAT application and eligibility paperwork. 3. Send completed paperwork to chair of governors.	4. Complete PART A of the application paperwork. 5. Send completed paperwork to S.G.O.	Notify S.G.O of any new applicants or existing governors wishing to be reappointed.		1. Send SNMAT application paperwork to applicant. 6. Circulate application paperwork around SNMAT Directors for approval . 7. Create an email address in MIS/Salamander will create automatically overnight 8. Inform Governor Services (cc. relevant contacts), send out appointment letter, update GIAS & Membership List
Diocesan Governors	3. Complete DIOCESAN application and eligibility paperwork (Part C & D). 4. Send completed paperwork to the chair of governors.	5. Complete PART B of the application paperwork. Ask ex-officio governor to indicate their support by signing the form. 6. DBE or Ex-officio- Send completed paperwork to D.G.O. PCC- send paperwork to PCC, ask them to return to D.G.O after their decision	Notify S.G.O of any new applicants or existing governors wishing to be reappointed.	2. Send paperwork to applicant 7. Progress the nomination and confirm with S.G.O	1. Inform D.G.O of appointment/appointments. 8. Circulate paperwork around SNMAT Directors for approval . 9. Create an email address in MIS/Salamander will create automatically overnight 10. Inform Governor Services (cc. other relevant contacts). 11. Send out appointment letter, update GIAS & Membership List 12. Send the membership list to D.G.O.

SNMAT Governor Appointment Process

SNMAT Governor Appointment Process



Governor Resignation Process

The school will need to inform the Governance Administrator (governance@snmat.org.uk) when a governor is planning to resign. The resignation email/letter will need to be forwarded to the administrator within 14 days of the email being received.

The Governance Administrator will process the resignation which includes updating GIAS, sending out a thank you letter and informing governor services.

The school will need to ensure that the school website is updated.

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:

a) **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).

b) **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).

c) **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).

d) **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).

e) **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 October 2023

for further details).

f) **Health & Safety Governor**

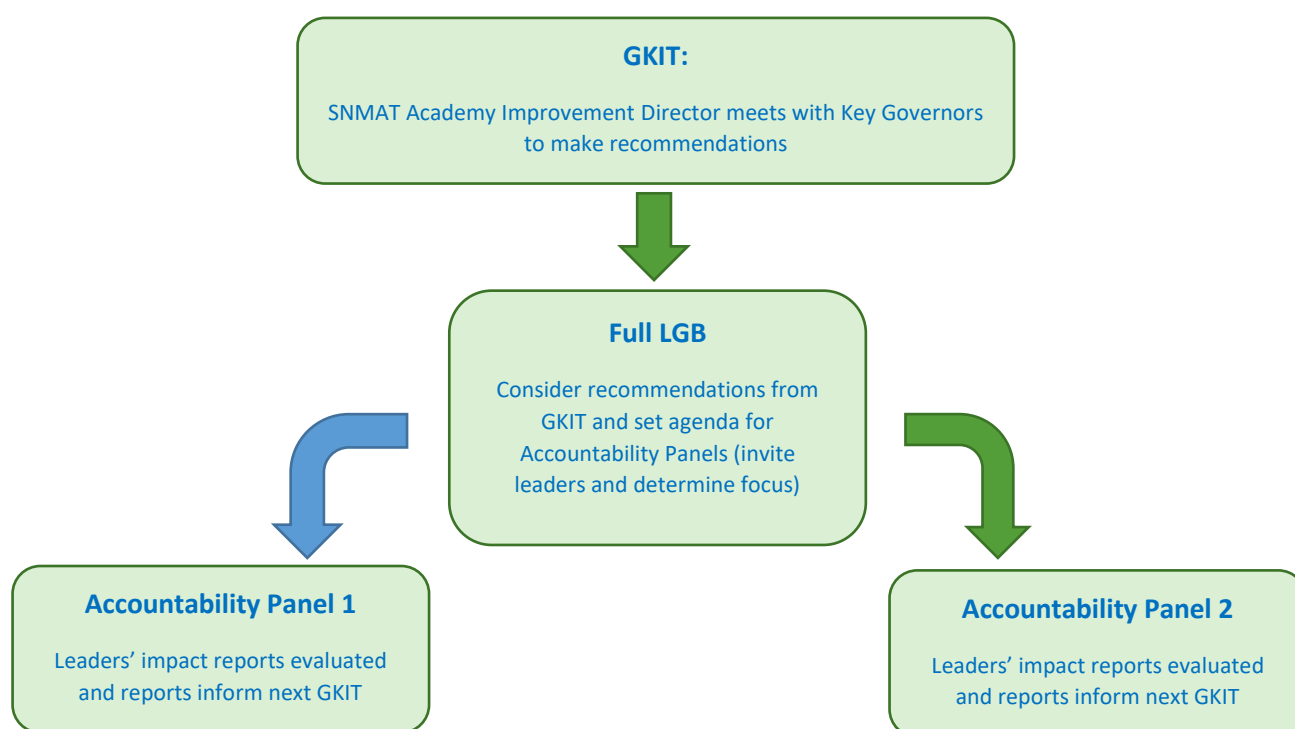
Role: The governing body has a responsibility to ensure that pupils and employees are not put at unnecessary risk while at school or on educational trips. The health and safety governor's role is undertaken at a strategic level, whilst the day-to-day responsibilities lie with the academy/trust leaders.

3. 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.

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:



4. Making Accountability Panels Effective

- 4.1. An Accountability Panel (AP) is an opportunity to bring together governors and academy leaders from across the academy.
- 4.2. 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.

- 4.3. 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).
- 4.4. 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.
- 4.5. A week in advance of the AP, leaders will provide a brief impact report for circulation to panel members.
- 4.6. 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.
- 4.7. 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:
 - 4.7.1. What is the impact of your work in this area (*this should be covered by the report*)?
 - 4.7.2. How do you know (*where is the evidence*)?
 - 4.7.3. Can you show us some of this evidence (*this may involve visits to classrooms or other parts of the academy to support the evidence*)?
 - 4.7.4. What are the next steps in this area, and what are your targets?
- 4.8. 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.

5. LGB visits to the academy

- 5.1. 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.
- 5.2. 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:
 - 5.2.1. Learning walks with academy leaders.
 - 5.2.2. Attendance at key events (parents' evenings, celebration events, performances).
 - 5.2.3. Attendance at meetings in an observation role (staff meetings, senior leaders).
 - 5.2.4. Attendance at Quality Assurance events in an observation role (work scrutiny, pupil

voice, parent focus groups etc).

5.2.5. Visits and trips.

- 5.3. 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.

APPENDIX 1

Safeguarding Link Governor Role Descriptor & Guidance for visits

(see also SNMAT Safeguarding Governance Guidance -[Link to document in GovernorHub](#))

The safeguarding link governor is a statutory role on any governing body. Our pupils and staff need to be safe above and beyond anything else we do in schools.

It is, therefore, important that the safeguarding link governor meets regularly with the DSLs (designated safeguarding lead), completes training relevant to the role and has an understanding of how policy is put in to practice at the academy.

Completing the termly monitoring reports in this document and presenting to the governing body will provide the safeguarding governor and the governing body a thorough overview of safeguarding in the academy and negates the need to complete further audits.

Frequency of Visits

- 1 'Touching base' every week or two weeks (dependant on your context).
This is to make sure you are aware of any current issues and have an understanding of the workload for DSLs. High profile safeguarding concerns can be extremely time consuming and have an impact on other priorities in the academy. This could be by phone, online or in person. Where there is a low case load a phone call of 5/10 mins would be adequate; with a higher caseload a face to face meeting might be more appropriate (30 mins).
- 2 Half termly – face to face meeting to include some monitoring activities
- 3 Termly checks and audits
There are checks that need to be undertaken and audits to carry out annually.

It would be expected, therefore, that the safeguarding link governor and the DSL are in contact at least fortnightly to carry out one of the above visits. i.e. a touching base meeting would only take place when no other meeting was scheduled.

Meetings should be diarised well in advance to ensure they take place.

It is often the case that people hold more than one role, Chair of Governors/Safeguarding Link Governor and Headteacher/DSL for example. It is therefore important that dedicated time is allocated for safeguarding to prevent it getting 'lost' in other business.

Touching base visits:

Ask about the current child protection caseload and the workload it is generating.

- Does the DSL have enough time to carry out their duties effectively?
- Have there been any complaints with a safeguarding element that you should be aware of?
- Are there any low-level concerns or allegations against members of staff?

Answers to these questions will indicate the frequency of your next visit, the monitoring you undertake and whether it needs to be face to face.

It is important to remember the workload for the DSL can have an emotional toll and your role is to provide what support you can and ensure they receive further support if needed.

If this meeting is face to face visits you may take the opportunity to undertake some monitoring. To prevent these meetings becoming too long do one activity a visit and take a small sample. Save the detailed wider sample for your termly visit/audits

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

GOVERNORS CODE OF CONDUCT

This code sets out the expectations on and the commitment required from governors, in order for the Local Governing Body to properly carry out its work within the partner academy, the Multi Academy Trust and the community.

Governors have a general duty to act with integrity, objectivity and honesty in the best interests of the academy at all times. In the Trust there is also an expectation that the academy will conduct itself in a way that is in accordance with its ethos statement. Mindful of their responsibilities, governors will strive to discharge their duties in a manner that upholds and demonstrates Christian values in the academy, the local community and the wider educational community. Governors actions should at all times reflect their responsibility to promote high standards, ensure that pupils attend a successful academy and secure the Christian ethos of the academy. Governors should consider carefully how their actions both corporately and individually will be perceived by all stakeholders.

The following is not a definitive statement of the responsibilities of a Local Governing Body but is concerned with a common understanding of the broad principles by which the Governing Body and individual governors will operate.

Core Strategic Role of the Governing Body/Board

- 1 **Ensuring clarity of vision, ethos and strategic direction by:**
 - Setting the vision, values, and objectives for the partner academy
 - Agreeing the partner academies improvement strategy with priorities and targets
 - Meeting statutory duties.
- 2 **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff by:**
 - Appointing the Headteacher (as per scheme of delegation)
 - Monitoring progress towards targets
 - Performance managing the Headteacher
 - Engaging with stakeholders and ensuring the voices of stakeholders are heard
 - Contributing to the partner academies self-evaluation.
- 3 **Overseeing the financial performance of the organisation and making sure its money is well spent by:**
 - Setting the budget
 - Monitoring spending against the budget
 - Ensuring value for money is obtained
 - Ensuring risks to the organisation are managed.

The following information about each governor/associate member will be published on the partner academies website:

1. Full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)
2. business and financial interests relevant to the role of academy governor, including dates the interests began
3. governance roles in other educational institutions , including dates they began
4. any material interests arising from relationships between governors or relationships between governors and academy staff (including spouses, partners and close relatives) , including dates the interests began
5. attendance record at governing body and accountability panel meetings over the last academic year,
6. details of the structure and responsibilities of the governing body
7. the academy (via the Trust Support Team) is also required to submit personal information about governors to the Department of Education's national database of governors (Get Information About Schools – GIAS) some of which will be publicly available.

The Governing Body accepts the following principles and procedures:

Role & Responsibilities

1. We understand the purpose of the governing body and the role of the Headteacher and accept that our role is strategic and will not therefore involve ourselves in the day to day management of the partner academy.
2. We accept that we have no legal authority to act individually, except when the SNMAT board has given us delegated authority to do so (as detailed in the scheme of delegation or evidenced in full governing body minutes), and therefore we will only speak on behalf of the governing body when we have been authorised to do so.
3. We accept collective responsibility for all decisions made by the SNMAT board or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting, including using any social media.
4. We have a duty to act fairly and without prejudice.
5. We accept that all governors have equal status although appointed by different groups, (e.g. parents, staff, local churches, Multi Academy Trust/Sponsor) our overriding concern will be the welfare of the academy as a whole- where necessary staff governors or volunteers will seek to maintain separation of roles.
6. We will encourage open governance and be prepared to answer questions from other governors in relation to delegated functions, acknowledging the time, effort and skills that have been committed.
7. We will consider carefully how our decisions may affect the community and other academies and will act appropriately upholding the academies reputation in our communications.
8. We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our academy and the Trust. Our actions within the academy and the local community will reflect this.
9. In making or responding to criticism or complaints affecting the school we will follow the procedures established by the SNMAT Complaints Policy.
10. We will actively support and appropriately challenge the headteacher.

11. We will follow the academy and SNMAT policies and procedures as well as adhering to regulations applying to academy governance including equality legislation.

Commitment

1. We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
2. We will prepare well for our meetings having read the papers presented and be equipped to positively contribute to the meeting.
3. We will each involve ourselves actively in the work of the governing body, accept our fair share of responsibilities, including service on the accountability panel or working groups.
4. We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
5. We will get to know the academy well and respond to opportunities to involve ourselves in academy activities.
6. We will undertake our fair share of our role to monitor by visiting the academy, with all visits arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Headteacher. We will complete a record of each visit we undertake which will be shared with the Full Governing Body.
7. We will consider seriously our individual and collective needs for training and development and will undertake relevant training.
8. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the academy's website.

Relationships

1. We will strive to work as a team in which constructive working relationships are actively promoted.
2. We will express views openly, courteously and respectfully in all our communications with other governors and staff.
3. We will support the Chair, Vice Chair and other governor colleagues in their role of ensuring appropriate conduct both during meetings and at all other times.
4. We are prepared to answer queries from other governors in relation to delegated functions and consider any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
5. We will seek to develop effective working relationships with the Headteacher, staff and parents, the Trust, local authority and other relevant agencies/partners and the community.

Confidentiality

1. We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the academy, including by the use of any social media.

2. We will exercise the greatest prudence at all times when discussions regarding academy business arise outside a governing body meeting.
3. We will not reveal the details of any governing body vote.
4. We will ensure confidential papers are securely held and disposed of in line with academy procedures.
5. We will maintain confidentiality even when we are no longer a governor at the partner academy.

Conflicts of interest

1. We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing bodies business in the Register of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the academy's website.
2. The Trust is keen to avoid any situation in which a governor's personal relationship or loyalties could, or could be seen to prevent them from making a decision which is in the best interests of the academy. There may be certain circumstances where consideration of an applicant, who has a personal relationship with an existing governor or member of staff may not be approved, or require additional supporting information from the chair of governors before a decision is made.
3. We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
4. We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body by such group (e.g. parent or staff governors).

Breach of this Code of Conduct

1. Governors who do not attend three consecutive full governing body meetings (without valid reasons explained to the Chair) will be asked to resign from their role.
2. Governors who do not complete the on-line Safeguarding Training on an annual basis (without valid reasons explained to the Chair) will be asked to resign from their role.
3. Governing bodies should ensure that prior to appointment (or as soon as possible thereafter), all new governors/associate members agree to the expectations for behaviour and conduct, as set out in this Code of Conduct, and that the governor understands the circumstances in which governors may be suspended or removed. The governing body will provide support to a new governor/associate member via good induction, training and mentoring and any potential issues will be addressed promptly.
4. If it is believed that this code has been breached, the issue should be raised with the Chair and the Chair will make SNMAT aware. Any breach of this code will be treated extremely seriously by both the governing body and the Trust (SNMAT) and may result in removal from the governing body.
5. In the event of a breach of this code, each governor agrees to participate fully in any investigation or other procedure instigated by the SNMAT board of directors and to abide by any sanction that may be imposed on them.
6. The suspension/removal of a governor will take place as a last resort after seeking to resolve any difficulties or disputes informally. The responsibility for the suspension/ removal of a governor can only be undertaken by the SNMAT Board of Directors, as the appointing body, in accordance with the Scheme of Delegation. The Chair will seek advice from SNMAT should a governor be considered for suspension/removal.

7. Should it be the Chair that we believe has breached this code, SNMAT must be informed and will determine the action to be taken.
8. All governors will adhere to the principles as detailed below:

The Seven Principles of Public Life (The Nolan Principles)

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Declaration

As a member of the Governing Body I will always have the well-being of the children, staff and the reputation of the academy at heart. I will do all I can to be an ambassador for the academy, publicly supporting its aims, values and ethos. I will never say or do anything publicly (including by the use of any social media), which would embarrass the academy, the Governing Body, the Headteacher, staff, the Trust or any other member of the academy community. I understand that I must declare business/personal interests and this information will be published on the academy's website along with my name, details of my term of office and responsibilities as a governor. Failure to reveal this information may be judged as bringing the Governing Body into disrepute and could lead to my suspension or removal as a governor.

Signed Printed name.....

Date

Chair of Governors Signed Printed name.....

Date.....

Terms of Reference for Governors of Local Governing Bodies

Governors should work together to carry out their core functions:

1. Ensuring there is clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. Overseeing the financial performance of the academy and making sure its money is well spent
4. Ensuring the voices of stakeholders are heard

Governing body strategic responsibilities

Governing bodies work closely with headteachers and senior leaders. Headteachers are responsible for day-to-day management whereas the role of the governing body is strategic. As such, governors, supported by the SNMAT Scheme of Delegation are responsible for:

- determining the mission, values and long-term ambitious vision for the school
- deciding the principles that guide school policies and approving key policies
- working with senior leaders to develop a strategy for achieving the vision
- ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate
- ensuring that all pupils have access to a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- setting the school's budget and ensuring it is managed effectively together with premises and other resources
- agreeing the school's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- ensuring robust risk management procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating school performance

Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance
- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board

- ensuring that there are policies and procedures in place and deal with complaints effectively using the SNMAT Complaints Policy.

Commitments – panels/committees

When required, and in accordance with the SNMAT Scheme of Delegation, governors are expected to serve on panels or committees in order to:

- appoint the headteacher and other senior leaders
- appraise the headteacher and make pay recommendations
- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints

Contribution to the governing body

Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending core meetings - a minimum of 3 full governing board meetings each year and Accountability Panels each term as determined by the academy.
- reading papers and preparing questions for senior leaders in advance of meeting
- establishing and maintaining professional relationships with senior leaders, colleagues on the governing body and SNMAT.
- getting to know the school, including visiting the school occasionally during school hours to undertake observations or quality assure an area of responsibility assigned to them (this could be in a link governor capacity).
- undertaking induction training and developing knowledge and skills on an ongoing basis

Working with school leaders and the Trust

- attend (as required) the GKIT termly meeting with SNMAT leaders to ensure academy representation.
- attend (where possible) the SNMAT Termly Governance Forum to ensure academy representation.
- attend (as required) the SNMAT Board of Director's meeting once a year, to ensure academy representation.
- engage with and support the Trust wide work to develop governance, ensuring that academy views are shared.
- support the wider ethos and values of the Trust in respect of collaboration and peer support for governor colleagues across SNMAT.

All Governors must ensure they:

- Read and sign the SNMAT Governor Code of Conduct
- Complete annually, the on-line Safeguarding training for governors, facilitated by Hays.
- Complete their declarations of interest on an annual basis and as changes occur, indicating the starting date.

Terms of Reference for Senior Governors (Chairs and Vice Chairs) of Local Governing Bodies

Governing bodies should focus on their core functions:

1. Ensuring there is clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. Overseeing the financial performance of the academy and making sure its money is well spent
4. Ensuring the voices of stakeholders are heard

Wider leadership responsibilities

1. Senior governors have wider leadership responsibilities associated with their roles and status, such as:
 - being the first points of contact and playing a leading role in employment matters, as required by the procedures established by the Trust - ensuring these are implemented via the Scheme of Delegation (for example, grievance, disciplinary, capability).
 - where required, acting as a first point of contact and respondent in matters raised with the school or Trust by external bodies (such as the local authority or Department for Education).
 - where required, representing the governing body in its dealings with external partners and be an advocate for the school and the Trust.
 - attend school events as appropriate and encourage other governors to do so.

Developing the team

2. Governing bodies need a range of skills and knowledge to carry out their functions effectively. It is the responsibility of senior governors to:
 - ensure the governing body has the required skills and commitment to govern well, and that appointments made, fill any identified skills gaps and ensure a diverse team.
 - ensure all members of the governing body have a thorough understanding of their role and receive appropriate induction and ongoing development as required.
 - ensure that members of the governing body are involved, feel valued and are encouraged to develop as a governor.
 - ensure members of the governing body act reasonably and in line with the Governors Code of Conduct.
 - develop a good Chair/Vice Chair working relationship, keeping each other fully informed and delegating tasks as appropriate.

Working with school leaders and the Trust

3. Senior governors should develop effective working practices which are mutually supportive. It is the responsibility of senior governors to:
 - ensure that the governing body fulfils its duty of care to the headteacher and staff, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their wellbeing.
 - ensure all governing body members concentrate on their strategic role and hold the headteacher to account.

- build and encourage a professional relationship with the headteacher and the Trust which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- meet/communicate regularly as senior governor colleagues and with the headteacher as required.
- Attend the GKIT termly meetings (or where this is not possible, ensure academy representation).
- attend the SNMAT Senior Governors termly meeting (or where this is not possible, ensure academy representation).
- attend the SNMAT Termly Governance Forum (or where this is not possible, ensure academy representation).
- attend/ensure academy representation at the SNMAT Board of Director's meetings, at least once a year.
- engage with and support the Trust wide work to develop governance, ensuring that academy views are shared.
- support the wider ethos and values of the Trust in respect of collaboration and peer support for governor colleagues across SNMAT.
- oversee and participate in the headteacher's performance review, according to the Scheme of Delegation, ensuring that appropriate continuing professional development (CPD) is provided.
- ensure that the headteacher provides staff with an understanding of the role of the local governing body and acts as link between the two

Leading governance business

4. Senior Governors play a key role in the smooth and effective running of governance business/meetings and are recommended to:
 - meet termly with the business/office manager, headteacher [and clerk for the full governing body meeting] to:
 - plan the accountability panel and full governing body meetings, ensuring that agendas focus on the key responsibilities and strategic priorities and reduce unnecessary paperwork,
 - establish and communicate who is responsible for completing the statutory and administrative governance tasks each term – using the SNMAT Meeting Cycle planning document as a guide.
 - promote an open culture on the governing body that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible.
 - ensure that decisions taken at the meetings of the governing body are implemented.
 - ensure that complaints made to the governing body are dealt with in a timely and effective manner using the SNMAT complaints policy.

All Governors must ensure they:

- Read and sign the SNMAT Governor Code of Conduct.
- Complete annually, the on-line Safeguarding training for governors, facilitated by Hays.
- Complete their declarations of interest on an annual basis and as changes occur, indicating the starting date.

Monitoring Report (Example)

Autumn 2025-2026 Monitoring Report for (insert name of academy)

Safeguarding (for use alongside the termly visit documentation [Click here for the guidance to Safeguarding Monitoring](#))

Confirmation that annual safeguarding information has been updated and actioned:

Confirmation that monitoring and filtering checks have been completed:

If applicable check the actions on the audit have been completed:

Status of Action plan:

Strategy for ensuring completion (if applicable):

Single Central Record Update

Update Completed (date) :

Evidence of checks completed:

Governor reporting:

Date:

Safeguarding (inc KCSIE) and Safer Recruitment Training (to be completed by 31 December)

How and when will staff complete:

% completion rate as at (enter date):

Strategy for ensuring full staff completion:

Governor reporting:

Date:

Christian Distinctiveness (Evaluate the impact of the school's distinctiveness and effectiveness as a church school)

Governors should question that:

- The Academy vision is theologically rooted and impacts academy life
- Pupils and staff can articulate the vision and its impact
- Pupils are given the opportunity to be courageous advocates for change and the impact they have as such
- Pupils and staff are given opportunities to flourish
- Pupil and staff wellbeing is prioritised and lived out
- Collective Worship happens on a daily basis
- Collective Worship has an impact on academy life
- The RE curriculum is well sequenced and predominantly Christian, whilst being inclusive of all faiths
- Pupils and staff have a common language of spirituality and this has an impact on academy life

Governor reporting: Date:	
Pupil attendance statistics From: _____ To: _____ Compared to: Areas of concern: Strategies for improvement: Other information:	
Governor reporting: Date:	
Staff Absence monitoring From: _____ To: _____ Compared to: Areas of concern: Strategies for improvement: Other information:	
Governor reporting: Date:	
Accident Reporting (F45 form) Review period: Summary of findings: Trends/areas of concern: Other information:	
Governor reporting: Date:	
GDPR (use alongside the LGB Data Protection Visit check) Click here for the link to the document in governor hub Breaches (number and details): Evidence of compliance checks: Evidence of good practice: Areas of concern: Other information:	
Governor reporting: Date:	
Review Premises (use alongside the termly inspection checklists) Click here for the link to the document in governor hub	

General condition:

Areas for concern and proposed/update to action plan:

Governor reporting:

Date:

SEN

Check the numbers on the SEN register

- Discuss the SEN policy and Information Report (at the Full Governing Body Meeting)
- Review the keystage results of the pupils from the previous year's register (at the Full Governing Body Meeting)
- Where funding is received, ensure that this is being used appropriately (staff deployment and resources) and does this funding meet the needs of the pupils?
- Check the proportion of pupils that require additional support and how many have Education Health and Care (EHC) plans
- Find out how the curriculum is adapted to meet the needs of the SEN pupils
- Explore how the attainment and progress of pupils with SEND is assessed
- Meet with pupils, ask to see examples of work and watch a lesson
- Ensure that the SENCO is given opportunities to engage in leadership planning and decisions that impact pupils with SEND
- Find out how parents are communicated to, what information are they given? Is this face to face? If so, how often.

Governor reporting:

Date:

Pupil Premium

- Review last year's spending and impact analysis
- Discuss the strategy for the coming year (at the Full Governing Body Meeting)
- Check the initiatives used for pupil premium pupils and how underachievement is targeted throughout the school and not just at lower attaining pupils
- Check the number of pupils eligible and the spending to date (compare this to the strategy, is it inline?)
- Look at progress and attainment to evidence that the funding is having the intended impact
- What are the main barriers to learning for our pupil premium eligible pupils?
- How does the attainment and progress of eligible pupils compare with other pupils, and groups of pupils, in our school?
- How do we identify the support needed by particular groups of pupil premium eligible pupils (such as looked after children and pupils with SEND)?
- What do we know about how disadvantaged pupils participate in all aspects of school life (extra-curricular activities and school trips for example)?
- What specific outcomes are we aiming to achieve with our pupil premium funding? (raising attainment, accelerating progress, improving attendance, increasing opportunities)?
- What sources of evidence have been considered when developing the school's approach?
- How are staff supported to implement our pupil premium strategy – are they receiving specific training and development?
- What evidence do we have to show that our pupil premium strategy is working (for example, progress data for pupil premium eligible pupils)?

- Are all staff aware of which pupils are eligible for pupil premium and our strategy for supporting disadvantaged pupils? How can this be evidenced?

Governor Reporting:
Date:

Sports Funding

Schools should prioritise the funding to improve in the following areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offering a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport

Therefore questions need to be asked to help governors understand if the spending has met the above key priorities

- Review last year's spending and impact analysis
- Discuss the strategy for the coming year (at the Full Governing Body Meeting)

Governor Reporting:
Date:

GKIT Agenda

This guidance provides SNMAT representatives and attending members of the local governing body with an outline of what happens in a Governor Keeping in Touch Meeting (GKIT). Whilst there is likely to be some local variance, reflecting the individual partner academies, there will be common items that are always covered.

At each GKIT, the SNMAT representative will:

- *Provide an overview of the aspects covered during the KIT meeting (with the headteacher).*
- *Identify the strengths of practice within the academy.*
- *Identify any areas for development.*
- *Make recommendations for the full local governing body with regard to:*
 - *Which Individual leaders to invite to the next standards accountability panel*
 - *Which Individual leaders to invite to the next financial accountability panel*

- *Make recommendations for specific areas for governors to explore at both accountability panels. This will be supported by key lines of enquiry for governors to discuss.*
- *Provide a Trust Governance update/communication*
- *SNMAT representatives will encourage governors to celebrate successes and explore underlying reasons. This will be reflected in the recommendations.*
- *SNMAT representatives will also encourage governors to hold leaders to account for those areas where underperformance is identified.*
- *The recommendations and key lines of enquiry will form an appendix within the KIT report, which will be distributed to academy leaders and governors following the meeting.*
- *Following the meeting, these recommendations will form a key agenda item on the next Full Governing Body meeting. Governors who were present at the GKIT can provide a verbal commentary in support of the KIT report at the Full Governing Body meeting.*
- *An outcome of the GKIT will be that school leaders will be invited to an accountability panel and asked to present an impact report. They will be provided with the date and time of the meeting, along with a template for their impact report and the detail of the key lines of enquiry. This impact report should be circulated a week in advance of the Accountability Panel meeting, alongside other meeting papers.*

Accountability Panel Impact Report

Accountability Panel Date	
Focus of Impact Review	
Member/s of staff presenting	

1. How we are doing (maximum 300 words)	
•	
2. How we know /what we have done to find out (maximum 200 words)	
•	
3. The evidence provided for the accountability panel (maximum 150 words)	
•	
4. What we are planning to do next (maximum 200 words)	
•	

Governor Induction Process

School Checklist for New Governors

Governor Name:	
Partner Academy:	

Before the first meeting

- ☐ Allocate a 'mentor' a more experienced governor, to support the new governor. Provide them with contact details
- ☐ Time to meet Chair of Governors & Head teacher
- ☐ Facilitate a tour of the academy
- ☐ Outline the structure of the meetings (Full LGB, Committee and GKIT) and the organisation structure and LGB composition
- ☐ Provide a list of meeting dates
- ☐ Ensure completion of declaration of business interests
- ☐ Send log in for governor email account & ensure access to Governorhub
- ☐ Share minutes from the last meeting

During the first term

- ☐ Check the required training has been completed:
 - Safeguarding
 - GDPR
 - National Governance Association training (if applicable- recommendations: Governance: your role, your responsibilities, your organisation, Getting it right as a staff governor, Key functions of the Governing Board)
- ☐ Complete DBS Check
- ☐ Provide skills audit to identify future training needs
- ☐ Register with National Governance Association (NGA) and ask them to sign up to Learning Link

Essential information and documents to pass on

- ☐ The Memorandum and Articles of Association- 3 layers of academy governance
- ☐ The terms of reference for the LGB
- ☐ The SNMAT Governor Code of Conduct
- ☐ The SNMAT Operational Handbook
- ☐ The Academy Improvement Plan
- ☐ The latest Ofsted report
- ☐ The Department for Education's Governor Handbook
- ☐ Useful information on the academy's website (Admissions policy, newsletters etc.)
- ☐ School Improvement Plan (SIP)
- ☐ Governor visits policy

The Trust has purchased membership of the National Governance Association (NGA) for all partner academies. NGA provides a wide range of resources, information and training which all SNMAT governors can access. Governors are encouraged to take advantage of this resource.

Each academy is responsible for setting up and removing their governors on the NGA website. Please speak to the administrator in your academy who are usually responsible for arranging this.

To activate your account <https://www.nga.org.uk/sm/Login.aspx> enter your registered email address and click the 'Reset password' button. You will receive a password reset email to your inbox.

The benefits:

- NGA guides available at a discounted rate
- Copies of Governing Matters magazine to three governors/ trustees and a copy to the school
- Access to members-only content in our online Knowledge Centre containing a wealth of governance resources
- A weekly e-newsletter featuring the latest education news and policy updates
- Free places at NGA conferences and events n Access to NGA's webinar and podcast series
- National representation through lobbying and campaigns
- NEW: free places at Governance Leadership Forums

All governors have access to the NGA Learning Link which provides over 50 online training courses. Governors will need to register for learning link themselves through the following link:

<https://nga.vc-enable.co.uk/register>

Training courses cover the following aspects:

- Structures, roles and responsibilities
- Good governance
- Vision, ethos and strategic direction
- Pupil success and wellbeing
- Staffing
- Ofsted Inspections
- Holding to account
- Stakeholder Engagement
- Finance
- Compliance

Information for Ofsted Inspections – what Governors need to know

- Inspectors will seek evidence of the impact of those responsible for governance.
- In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.
- In a MAT, the trustees are responsible for governance. Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate some of their powers to the members of the 'academy committee' or 'local governing board' at school level.^[1] If inspectors are informed that a local governing body has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with the leaders of the MAT and which are with the local governing board. They should then ensure that both their inspection activities and the inspection report reflect this.
- Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that governance functions can be quite different from those in a maintained school. Some functions that a governing body in a maintained school would carry out may be done by management or executive staff in a trust. If this is the case, it will still be important for inspectors to ascertain the trust board's role in that process and how it ensures that these functions are carried out properly.

Making judgements:

There are specific aspects of the inspection handbook that refer to governance. In anticipation of an inspection, members of a local governing body should ensure that they are aware of what these are:

Inspectors will consider the following:

1. the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
2. whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
3. how well leaders and governors engage with parents and other stakeholders and agencies to support all pupils

^[1] All MATs should have, and publish, a scheme of delegation clearly setting out everything that has been delegated by the board of trustees to the local governing board or any other person or body. Advice on how this should work can be found in the DfE guidance;
www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust.

4. how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
5. the effectiveness of governors in discharging their core statutory functions¹ and how committed they are to their own development as governors in order to improve their performance
6. how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics)², through their words, actions and influence within the school and more widely in the community
7. the effectiveness of safeguarding
8. the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Preparing for an inspection:

- In order to respond to questions around these areas, members of a LGB need to have a broad awareness of the **Academy Improvement Plan and the SEF**. This means that:
 - a. Governors should be clear about the key priorities that the academy is working on (Academy Improvement Plan). This does not mean that governors know all of the detail within this document but understand what the most important headlines are – i.e. what is the academy working on to make improvements?
 - b. How well the academy is doing. The SEF will provide governors with a clear picture of how effective it is in all areas. This is an important document and should be one that all governors are conversant with through the annual meeting cycle.
- The safeguarding inspector should be clear about their responsibilities and be able to talk about how governors ensure that the academy is compliant. This means that the annual safeguarding audit undertaken by SNMAT is a key document. Equally, the safeguarding governor should have made visits to familiarise themselves with the systems and processes involved in this area.
- Accountability is the by-word for inspectors. Governors should be very clear that they are holding leaders at all levels to account and be able to articulate the ways and means by which this is achieved. Inspectors expect governors to provide challenge and support.
- Experience tells us that, when being interviewed during an inspection, governors can often say things that do not support the academy particularly well...these are examples:
 - Talking about data without checking the accuracy of the information. This can lead to governors giving the impression that things are better/worse than the data may be indicating, and dilutes confidence.
Solution: only quote data that you are confident with.

¹ 'Governance handbook', Department for Education and National College for Teaching and Leadership, April 2017; www.gov.uk/government/publications/governance-handbook.

² As defined by section 4 of the Equality Act 2010 www.legislation.gov.uk/ukpga/2010/15.

- Giving the impression that the headteacher is autonomous. This is actually quite common and is usually associated with aspects that the LGB have delegated to the head. Ofsted inspectors will be keen that the key work of the academy is overseen by governors. *Solution: refer to accountability panels and GKITs to refine your areas of exploration.*
- Governors should be strategic and not operational. It is not uncommon for individual governors to paint a picture of their role as that of someone who is very frequently in the academy and is supporting the day-to-day running. Inspectors will not welcome this, as it blurs the lines of accountability. *Solution; ensure that your communications and visits to the academy as a governor are within the remit (if you're also a 'parent-helper' then make a clear distinction between this and your governance role).*
- Sweeping statements can often be memorable for inspectors. *Solution; Avoid talking about pupils or teachers as a whole and be as precise as you can.*

Finally, ...

If you are operating as an effective Local Governing Body, inspectors will be satisfied (and will often thank you for your work).

Common Abbreviations used in Education

AP	Accountability Panel		LA	Local Authority
AAD	Academies Accounts Direction		LAC	Looked after Children
AAR	Annual Accounting Report		LGB	Local Governing Body
ACE	Advisory Centre for Education		LSC	Learning Skills Council
AFH	Academies Financial Handbook		MFG	Minimum Funding Guarantee
AFN	Additional Family Needs		MIS	Management Information System
ASN	Additional School Needs		MUGA	Multi Use Games Area
AWPU	Age weighted pupil units		NAGs	Nottinghamshire Association of Governors
BFR	Budget Forecast Return		NCC	Nottinghamshire County Council
BFRO	Budget Forecast Return Outturn (31 March)		NCSL	National College of School Leadership
BV	Best Value		NGA	National Governance Association
CLFP	Curriculum Led Financial Planning		OfSTED	Office for Standards in Education
CSBM	Certificate in School Business Management		PAL	Published Admission Limit
DSBM	Diploma in School Business Management		PAN	Published Admission Number
ADSBM	Advanced Diploma in School Business Management		PFI	Public Funding Initiative
CYPS	Children and Young People's Services		PFSW	Pupil and Family Support Worker
DFE	Department for Education		PPA	Planning, preparation & assessment
DFC	Devolved Formula Capital		PSHE	Personal, Social, Health Education
DSG	Dedicated Schools Grant		SB	School budget

DT	Design & Technology		SDP	School Development Plan
ES	Extended Services		SDG	School Development Grant
EYFS	Early Years Foundation Stage		SDPC	Strategic Development and Pupils committee
FGB	Full Governing Body		SEF	Self-Evaluation Form
FGP&P	Finance, General Purposes and Personnel		SEN	Special Educational Needs
FMS	Financial Management System		SENCO	Special Educational Needs Co-ordinator
FTE	Full Time Equivalent		SIP	School Improvement Plan
GAG	General Annual Grant		TA	Teaching Assistant
G&T	Gifted and Talented			
H&S	Health & Safety			
HLN	High Level Needs			
ICFP	Integrated Curriculum Financial Planning			
ICT	Information Computer Technology			
IDACI	Income Deprivation Affecting Children Index			
JE	Job Evaluation			
KS1/2	Key Stage 1 or 2			