DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Governance Operational Handbook

2026-2027

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SNMAT Structure

Diocese of Southwell and Nottingham MAT
Company Members (5):

Bishop of Southwell
Chair of Diocesan Board of Education
Chair of Diocesan Board of Finance
Chair of the Board of Directors
Ian Griffiths

SNMAT Board of Trustees

Audit & Risk Committee

Estates Committee

Education & Safeguarding Committee

Remuneration Committee

Finance Committee

CEO
SNMAT Trust Support Team
Academy Improvement Directorate
Business Directorate (Estates & Financial management)
Operations Directorate (HR, IT, Comms, Governance)

Local Governing Body Magnus C of E Academy	Local Governing Body Harworth C of E Academy	Local Governing Body St Mary Magdalene C of E Primary School	Local Governing Body Worksop Priory C of E Primary Academy
Local Governing Body St Peter's Crosskeys C of E Academy	Local Governing Body Burntstump Seely C of E Primary Academy	Local Governing Body St John's C of E Academy	Local Governing Body The Kings C of E Primary Academy
Local Governing Body St Mary's C of E Primary School Edwinstowe	Local Governing Body St Peter's C of E Primary Academy Mansfield	Interim Executive Board St Swithun's C of E Primary Academy	Interim Executive Board The Sherwood Church Academy
Local Governing Body Haggonfields Primary School	Local Governing Body National C of E Primary School Hucknall	Local Governing Body West Grantham C of E Primary Academy	Local Governing Body Mount C of E Primary School
Local Governing Body Cotgrave C of E Primary School	Local Governing Body Huthwaite & Selston C of E Infant Schools	Local Governing Body Leverton C of E Primary Academy	Local Governing Body Linby CofE Primary School
Local Governing Body West Grantham C of E Secondary Academy	Local Governing Body Gamston St Peter's C of E Primary	Local Governing Body Kneesall CofE Primary School	

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**.



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



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



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

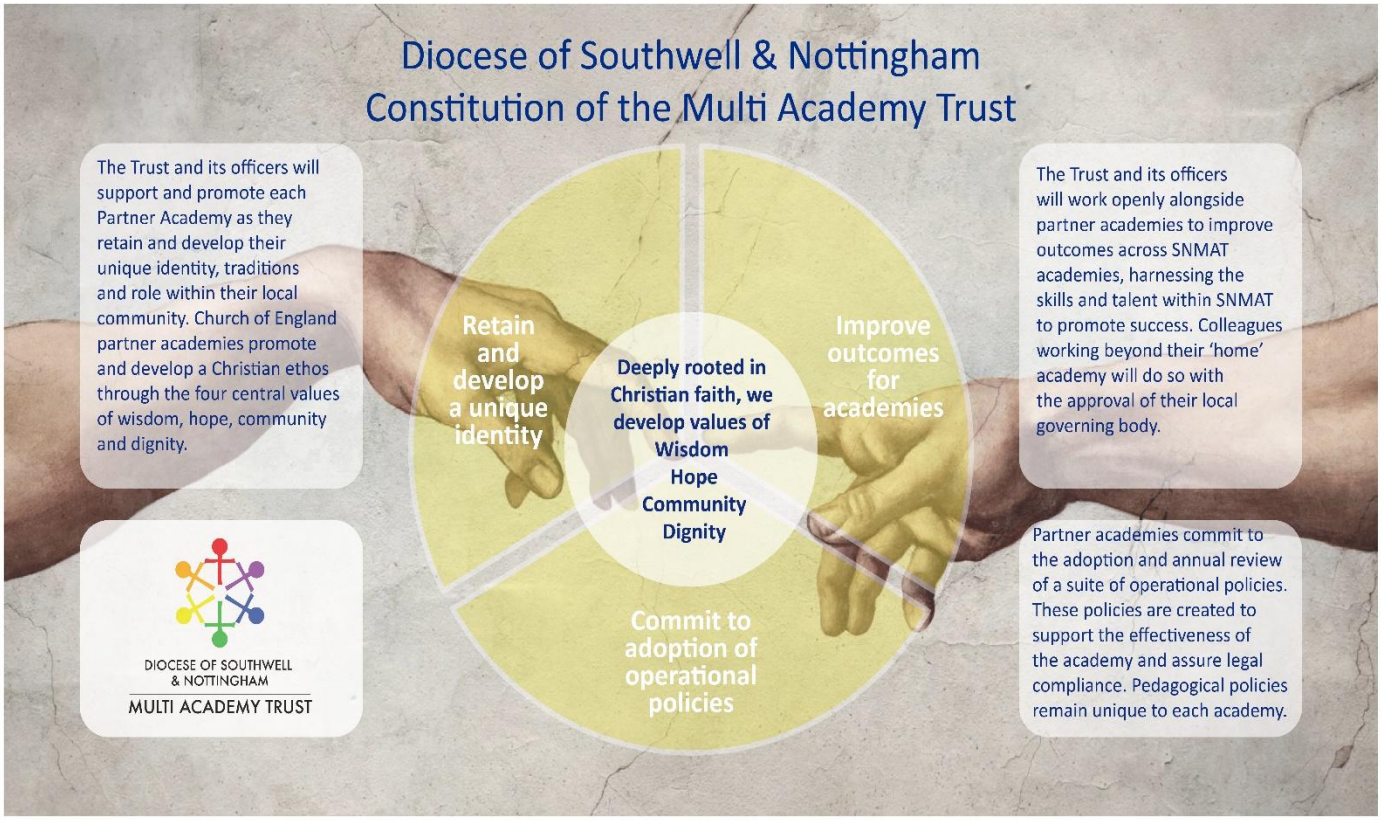


Our values will be seen by the impact that we have on those that we are privileged to serve.

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

1 Peter 3:8

Constitution



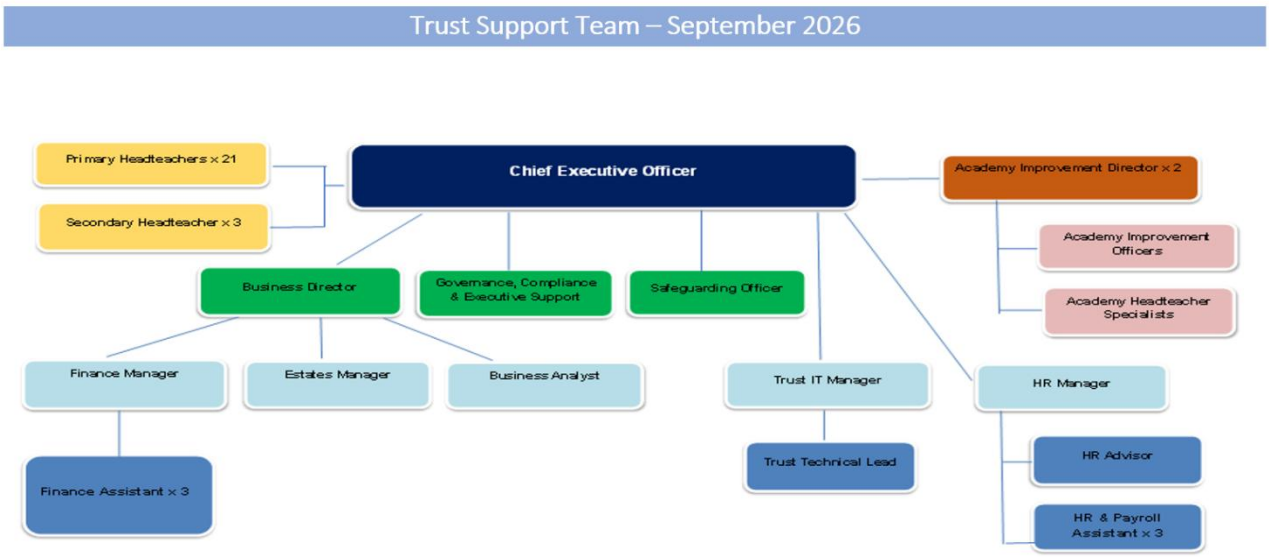
Governance Contact Details:

Carly Heathorn
Governance, Compliance and Executive Support

governance@snmat.org.uk

cheathorn@snmat.org.uk

07841 024891



SNMAT Governance

Overview

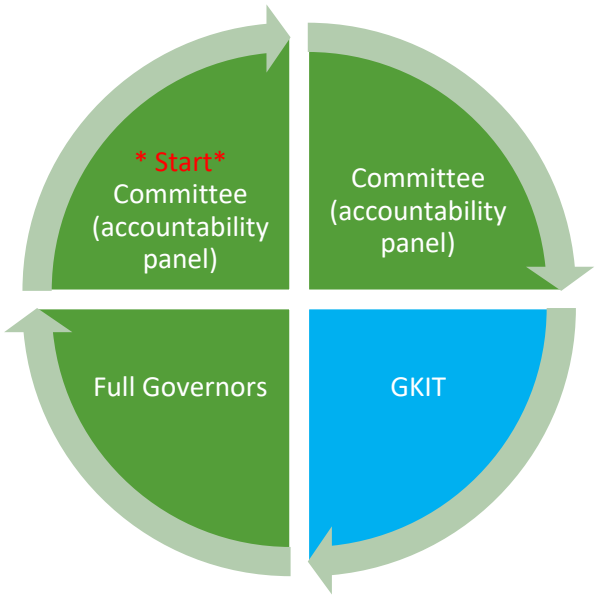
The way SNMAT governance works reflects the six key features of effective governance. As outlined in the DFE Governance Handbook these are; strategic leadership, accountability, people, structures, compliance, evaluation.

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 & Risk 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/Trust Support 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	appoint and remove	appoint and remove
	Academy committee (LGB) members		appoint and remove					
	Clerk to board		appoint and remove					
Governance Framework: systems & structures	Articles of association	Agrees	Consents					
	Governance structure for the trust		Reviews and agrees annually					
	Committee terms of reference and scheme of delegation		Reviews and agrees annually					
	Annual schedule of governance business			Prepares				
	Self-review of trust board and committees complete annually		Self-evaluate annually					
	Self-review of academy committees (LGBs)					Self-evaluate annually	Self-evaluate annually	Self-evaluate annually
	Chair's performance		carry out 360° review periodically			carry out 360° review periodically	carry out 360° review periodically	carry out 360° review periodically
	Trustee/academy committee (LGB) member contribution		Chair to review annually			Chair of LGB to review annually	Chair of LGB to review annually	Chair of LGB to review annually
Governance Framework: reporting	Governance arrangements on trust and schools'			Ensure ATH requirements for publication	Ensure ATH requirements for			

				on websites is complied with at Trust level. Support and advise at academy level	publication on websites is complied with at academy level			
	Trustees Annual report on the performance of the trust	Receive at Annual Members meeting	Approve	Ensure articles and ATH requirements complied with				
	Annual self-review/triannual external review of board effectiveness: submit to members	Receive at Annual Members meeting	Self-evaluate annually/receive and respond to external review	Ensure ATH requirements complied with				
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money	Receive at Annual Members meeting	Approve	Ensure submission to Companies House, DfE and publication on Website				
	ESFA required reports and returns		Approve	Ensure ATH requirements complied with				
	Annual report work of academy committee (LGB): submit to trust and publish			✓				
Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Being Strategic	Trust wide policies which reflect the trust's ethos and values		Approve	Determine				
	School level policies				Determine	Approve	Approve	Approve
	Management of risk		Review and Approve	Establish Trust level Risk	Establish Academy Level Risk	Review and Monitor	Review and Monitor	Review and Monitor

				Register & Review	Register & Review			
	Engagement with stakeholders	Receive	Review and Approve	Consult	Consult	Review and Approve	Review and Approve	Review and Approve
	Determine trust's vision, strategy and key priorities		Approve	Propose				
	Determine schools' vision, strategy and key priorities				Propose	Approve	Approve	Approve
	Chief executive officer		Appoint/dismiss					
	Accounting officer		Appoint/dismiss					
	Headteachers		Appoint/dismiss	Lead		Representation on panel	Representation on panel	Representation on panel
	Senior Leadership Recruitment : lead/appoint/dismiss		Appoint/dismiss	Lead with Headteacher & recommend	Lead with CEO & propose appointment	Representation on panel	Representation on panel	Representation on panel
	Budget plan to support delivery of trust key priorities		Approves	Prepares and proposes consolidated budget				
	Budget plan to support delivery of schools' key priorities		Approves	Supports and Advises	Prepares and proposes	Recommends approval to Trust Board	Recommends approval to Trust Board	LGB to note
	Trust's staffing structure		Approves	Prepares and proposes				
	Schools' staffing re/structure		Approves	Supports and advises	Leads	Recommends approval to Trust Board	Recommends approval to Trust Board	Recommends approval to Trust Board
	Facilities expansion		Approves	Supports and advises (Assesses viability)	Prepares and proposes business case	Develops academy strategy and recommends approval to Board	Develops academy strategy and recommends approval to Board	Develops academy strategy and recommends approval to Board

Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Holding to account	Ensuring compliance (e.g. safeguarding, H&S, employment)		Accountable	Supports and advises	Leads on site specific day to day issues	Responsible	Responsible	Responsible
	Monitoring progress on key priorities		Monitor	Prepares and proposes Report on Trust	Prepares and proposes Report on academy	Monitor	Monitor	monitor
	Managing Performance of the chief executive		Undertakes					
	Managing Performance of Headteacher		Monitors	Leads for sponsored academy, Supports and advises for Supported and Supporting		Undertake	Undertake	Trust consultant to undertake
	Managing allegations of gross misconduct, disciplinary allegations, capability proceedings, probationary period against Headteacher		Makes decision at appeal	Leads & makes decision		Sit on panels & final decision	Sit on panels & final decision	Sit on panels & final decision
	Managing performance of Teachers and Support Staff			Supports and advises	Leads	Approves	Approves	Approves
	Managing allegations of gross misconduct		Monitors	Supports and advises	Leads	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Managing disciplinary allegations		Monitors	Supports and advises	Leads	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Managing capability proceedings		Monitors	Supports and advises	Leads	Sit on panels + final decision	Sit on panels + final decision	Sit on panels + final decision
	Managing probationary period		Monitors	Supports and advises	Leads& makes decision	Hear appeal and make decision	Hear appeal and make decision	Hear appeal and make decision
	Implementing and Monitoring Safeguarding procedures		Monitors	Safeguarding Officer Supports and advises	Leads	Monitors	Monitors	monitors

Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Financial Oversight	Management of CEO pay award		Determines					
	Management of Headteachers' pay award		Monitors	Supports and advises		Determines	Determines	Determines
	Management of Teacher/staff appraisal pay progression			Supports and advises	Leads	Approves	Approves	Approves
	Establishment of robust benchmarking and trust wide value for money		Approves	Prepares and proposes at Trust level	Prepares and proposes at school level	Complies with	Complies with	Complies with
	Monitoring budget		Monitors	Supports and advises	Leads	Monitors and Agrees	Monitors and Agrees	Monitors and Agrees
	Annual budget submission		Accepts recommendations for approval from LGBs and agrees final consolidated forecast	Prepares consolidated forecast and submits approved budget to DfE	Leads on academy level forecast	Recommends approval to Board	Recommends approval to Board	Notes
	Budget revisions		Accepts recommendations for approval from LGBs	Supports	Leads	Recommends approval to Board	Recommends approval to Board	Notes
	Purchase order/invoice approval		Approves order >£24,999	Establishes process and approves orders	Implements & Monitors and approves orders <£25,000	Monitors	Monitors	Monitors
	Acceptance of a formal tendering process		>£25,000	Supports & advises	< £10,000	£10,000 - £24,999	£10,000 - £24,999	£10,000 - £24,999
	Acceptance of a quote/tender other than the lowest		>£10,000	Supports & advise	<£4,999	£5,000 - £9,999	£5,000 - £9,999	£5,000 - £9,999
	Authority to write off bad debts		>£250 and up to £44,999 (£45,000 and over requires		<£250			

			Secretary of State approval					
	Approval for capital expenditure not included in the original budget		>£10,000	Supports & advises		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		>£5,000	Supports & advises	<£5,000	Monitors	Monitors	Monitors
	Virements		>£10,000	Supports & advises	Prepares & proposes	<£9,999	<£9,999	<£4,999
	Reporting & Audit	Receives statutory accounts	Approves statutory accounts	Leads and prepares	Monitors responses	Monitor responses	Monitor responses	Monitor responses
	Contract negotiation		>£60,000	Support and advise	Prepare & propose	£10,000-£24,999	£10,000-£24,999	Approved by Trust Board

Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Estates Management	Capital expenditure from School Condition Allocation (SCA) H&S/Safeguarding/Emergency Works/Keeping schools heated and watertight-refurb of current areas		To receive reports of expenditure	EM to approve projects with a value of up to 15% of annual SCA allocation	Reports/requests	Provides input	Provides input	Provides input
	Capital expenditure from School Condition Allocation (SCA) Includes change of use such as nurseries , AP units, Extension of provision		Approve project	EM to collate the SCA framework request form Discretion to spend up to 10% over the approved project value	Reports/Requests			
	Expenditure on premises (either from DFC or revenue reserves)		>£10,000	Supports & advises	Prepares & proposes	<£10,000	<£10,000	<£5,000 then Trust Board approves
	Academy level Asset Management Plans			Supports & advises	Prepares & proposes	Approves	Approves	Approves
	Academy maintenance programme			Supports & advises	Prepares & proposes	Approves	Approves	Approves

	Trust level Estates Management Plan		Approve	Prepares & proposes				
	Health & Safety		Accountable	Supports & advise EM updates the H&S Policy	Day to Day	Responsible	Responsible	Responsible
	Statutory Compliance – Fire RA, Legionella RA, Asbestos etc.,			EM arrange surveys	Arrange remedial works with support	Monitors	Monitors	Monitors
	Legal Claims (employers liability, public liability, motor etc.,)			Supports & advises	Leads	Monitors	Monitors	Monitors
Governance Function		Members	Trust Board	CEO/Trust Support Team	Headteacher	Local Governing Body		
						Supporting	Supported	Sponsored
Place Planning and Admissions	Annual NCC Net Capacity Returns with changes			EM to Submit to NCC	complete			
	School Admission Arrangements – 7 year statutory consultation no changes			EM to approve				
	School Admission Arrangements – Consultation to change (SNMAT Framework		Approve	EM to Present to Board	Request			

SNMAT Governance Meeting Dated 2026-2027

Term	Accountability Panel 1 & 2	G-KIT	Full Governing Body Meeting
Autumn 2026	2nd September – 16th October	2nd November – 30th November	23rd November – 18th December
Spring 2027	4th January – 12th February	22nd February – 25th March	1st March – 25th March
Summer 2027	12th April – 21st May	7th June – 25th June	28th June – 28th July

Academy Improvement Team Linked Person	
Sam Robinson	Chris Edwards
Mount C of E Primary School	St Swithun's C of E Primary Academy
Haggonfields Primary School	St Mary's C of E Primary School Edwinstowe
Cotgrave C of E Primary School	St Mary Magdalene C of E Primary School
National C of E Primary School Hucknall	The Kings C of E Primary Academy
Worksop Priory C of E Primary Academy	St Peter's Crosskeys C of E Academy
St Peter's C of E Primary Academy Mansfield	Leverton C of E Primary Academy
West Grantham C of E Primary Academy	Harworth C of E Academy
St John's C of E Academy	Huthwaite & Selston C of E Infant Schools
Burntstump Seely C of E Primary Academy	Kneesall CofE Primary School
Linby CofE Primary School	Magnus C of E Academy
Gamston St Peter's C of E Primary	West Grantham Secondary
The Sherwood Church Academy	

2026-2027 SNMAT Governance Meeting Cycle

Admin (Chair of GB to propose split of responsibilities between governors; Safeguarding, SEND, Christian Distinct, Training, GDPR, Business Manager & Chair)	**Accountability Panel 1 Standards**	**Accountability Panel 2 Finance**	**GDPR/GKIT meeting with Academy Improvement Director or CEO**	**Full Governing Body Meeting**
AUTUMN TERM 2026	2nd September – 16th October	2nd September – 16th October	2nd – 30th November	23 November – 18 December

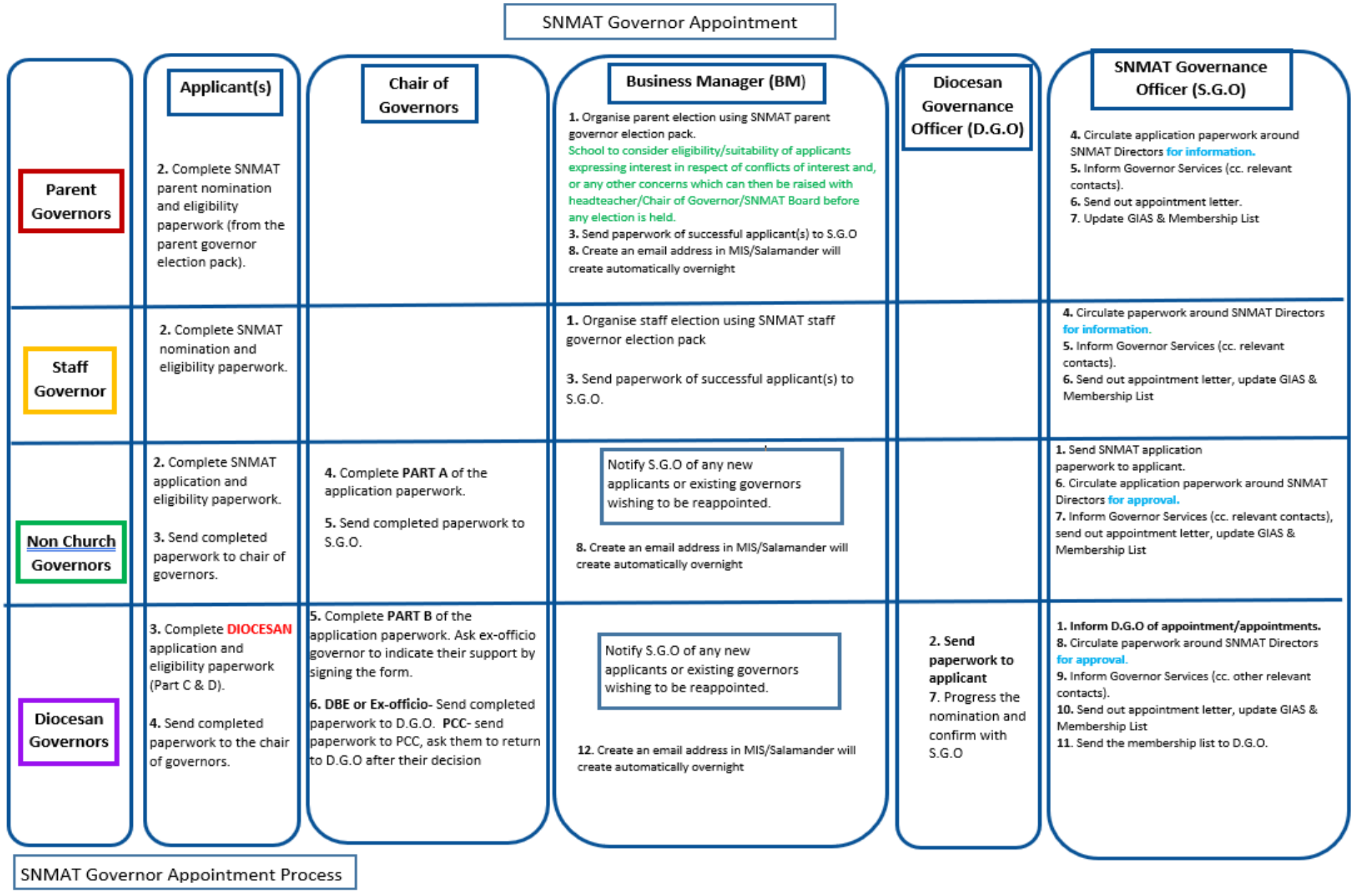
Set Meeting Dates (according to SNMAT cycle) Agenda setting for APs &/or support with FGB (if clerked by NCC) Complete Skills Audit Identify key roles for Governors – including governor visits and monitoring for the year ahead Sign Code of Conduct Complete Declaration of Business Interests Review staff 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)	Leaders present impact report GKIT Focus Review last year's outcomes & achievements v targets 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	Leaders present impact report GKIT Focus Note projected outturn for previous year 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)	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 Spring Term.	Election of Officers Review minutes of previous meeting and Accountability Panels 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

Admin (Chair of GB to propose split of responsibilities between governors; Safeguarding, SEND, Christian Distinct, Training, GDPR, Business Manager & Chair)	**Accountability Panel 1 Standards**	**Accountability Panel 2 Finance**	**GDPR/GKIT meeting with Academy Improvement Director or CEO**	**Full Governing Body Meeting**
SPRING TERM 2027	4 January – 12 February	4 January – 12 February	22 February – 25 March	1 March –25 March
Update Single Central Record, ensuring completion of monitoring checks* (MR) Staff Absence Monitoring (MR) Review Accident Reporting (F45) at the academy (MR)	Leaders present impact report GKIT Focus Review report on development of Christian ethos	Leaders present impact report GKIT Focus Monitor income and expenditure against agreed budget.	Celebrate strengths; Identify development areas; Review progress against actions from previous visits;	Review minutes of previous meeting and Accountability Panels Governor feedback from Autumn term GKIT – determine focus for Summer Accountability Panels

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)	Review equality and diversity reporting Review standards Discuss any proposals to change the 2029/2030 admission arrangements in preparation for October consultation period	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)	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	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 2029/30 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
Admin (Chair of GB to propose split of responsibilities between governors; Safeguarding, SEND, Christian Distinct, Training, GDPR, Business Manager & Chair)	**Accountability Panel 1 Standards**	**Accountability Panel 2 Finance**	**GDPR/GKIT meeting with Academy Improvement Director or CEO**	**Full Governing Body Meeting**
SUMMER TERM 2027	12 April – 21 May	12 April – 21 May	7-25 June	28 June – 28 July
Update Single Central Record, ensuring completion of monitoring checks* (MR) Staff Absence Monitoring (MR) Review Accident Reporting (F45) at the academy (MR)	Leaders present impact report GKIT Focus Review standards	Leaders present impact report GKIT Focus	Celebrate strengths Identify development areas	Review minutes of previous meeting and Accountability Panels

GDPR monitoring (MR) Monitor Educational Visits (MR) 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 2027/28 that will be presented to the SNMAT Board. Submit to Business Director **by 01 July 2027.** 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)	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 Autumn Term impact reports	Governor feedback from Spring term GKIT – determine focus for Autumn Accountability Panels 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



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**

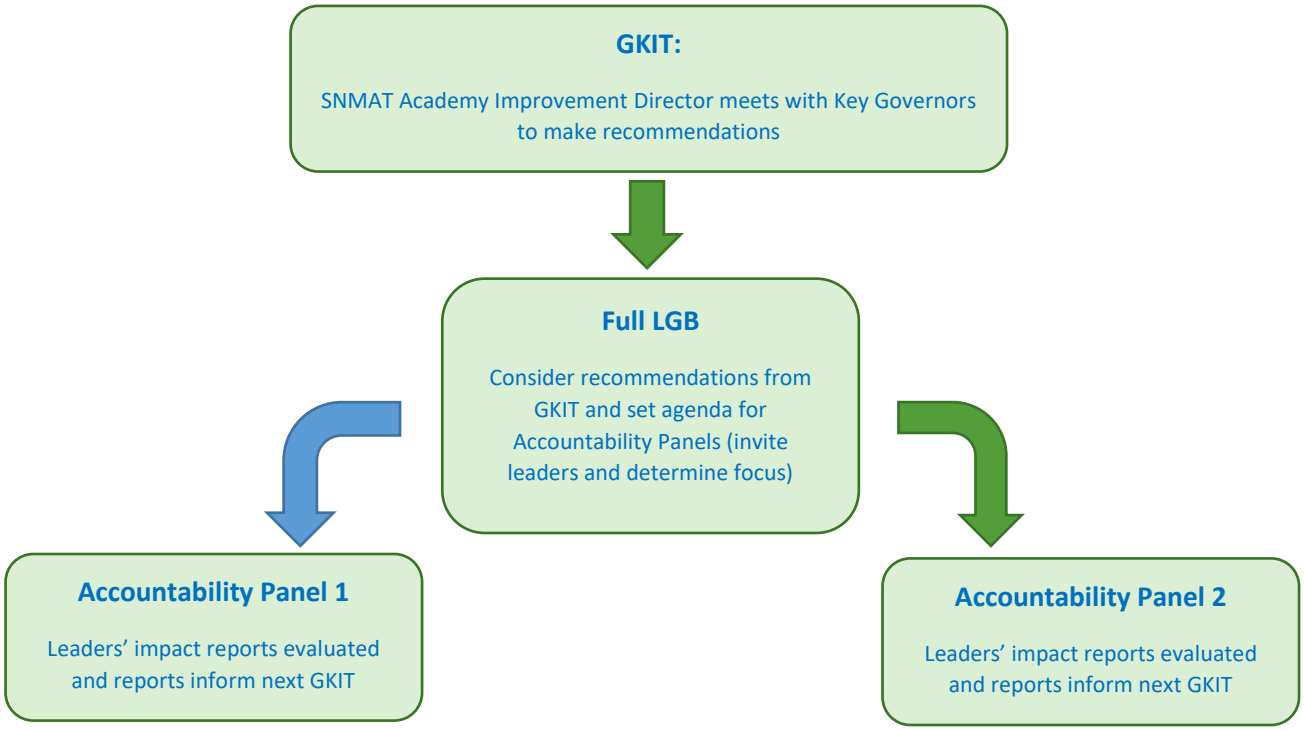
Role: The governing body has a responsibility to ensure that pupils and employees are not put at unnecessary risk while at school or on educational trips. The health and safety governor's role is undertaken at a strategic level, whilst the day-to-day responsibilities lie with the academy/trust leaders.

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.

<u>Touching base visits:</u>

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

DIOCESE OF SOUTHWELL & NOTTINGHAM
MULTI ACADEMY TRUST

GOVERNORS CODE OF CONDUCT

This Code sets out the expectations, standards of conduct and commitment required of governors so that the Local Governing Body can carry out its role effectively within the partner academy, the Multi Academy Trust and the wider community.

This Code of Conduct applies to all members of the Local Governing Body and any associate members acting on behalf of the academy. It should be read alongside the Trust's Articles of Association, Scheme of Delegation, relevant Trust policies and current statutory guidance.
Governors have a general duty to act with integrity, objectivity and honesty, and to act at all times in the best interests of the academy. Within the Trust, governors are also expected to conduct themselves in a way that reflects the academy's ethos statement. Mindful of these responsibilities, governors will strive to discharge their duties in a manner that upholds and demonstrates Christian values within the academy, the local community and the wider educational community. Governors' actions should reflect their responsibility to promote high standards, support pupils to 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 sets out the broad principles by which the Local Governing Body and individual governors will operate.

Core strategic role of the Local Governing Body

1. **Ensuring clarity of vision, ethos and strategic direction by:**
    - Setting the vision, values, and objectives for the partner academy
    - Agreeing the partner academy's improvement strategy, including 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:**
    - Participating in the appointment of the Headteacher, where this is delegated through the 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 academy's 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.

All governors are required to fulfil their duties in accordance with the law, the Trust's Articles of Association, Funding Agreement and Scheme of Delegation, current DfE academy trust governance guidance, including *Academy trusts: governance guide* and the *Academy Trust Handbook*, and the Seven Principles of Public Life. In addition, governors are expected to demonstrate the following behaviours:

- Committed
- Confident
- Curious
- Challenging
- Collaborative
- Critical
- Creative

- **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.

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 the body or process through which they were appointed, in accordance with the Trust's governance arrangements
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 for Education's national database, Get Information About Schools (GIAS), some of which will be publicly available.

The Governing Body accepts the following principles and procedures:

Role and 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 where the SNMAT Board has given us delegated authority to do so, as detailed in the Scheme of Delegation or evidenced in governing body minutes. We will only speak on behalf of the governing body when authorised to do so.
3. We accept collective responsibility for decisions made by the SNMAT Board or its delegated agents. This means that we will not speak against majority decisions outside governing body meetings, including through 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, other academies and the Trust, and will uphold the academy's 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. When making or responding to criticism or complaints affecting the academy, we will follow the procedures set out in 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 monitoring activity by visiting the academy. All visits will be arranged in advance with staff, undertaken within the framework established by the governing body and agreed with the Headteacher, and recorded in a visit report that 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.

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.

We will seek to develop effective working relationships with the Headteacher, staff, parents, the Trust, the local authority, relevant agencies and partners, and the wider community.

Confidentiality

1. We will observe complete confidentiality where matters are deemed confidential or concern specific members of staff or pupils, both inside and outside the academy, including through the use of 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, business or other interest, including interests relating to people with whom we are connected, in the Register of Business Interests. If a conflicted matter arises at a meeting, we will declare the interest and, where appropriate, withdraw from the meeting for the relevant item. 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 relationships or loyalties could, or could be seen to, prevent them from making decisions in the best interests of the academy. In some circumstances, where an applicant has a personal relationship with an existing governor or member of staff, the appointment may not be approved or may 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:

Declaration

As a member of the Governing Body, I will always have the wellbeing of children, staff and the reputation of the academy at heart. I will do all I can to be an ambassador for the academy and will publicly support its aims, values and ethos. I will not say or do anything publicly, including through social media, that could embarrass the academy, the Governing Body, the Headteacher, staff, the Trust or any member of the academy community. I understand that I must declare business and personal interests and that this information will be published on the academy's website, alongside my name, term of office and responsibilities as a governor. Failure to disclose this information may be judged as bringing the Governing Body into disrepute and could lead to my suspension or removal as a governor.

Code of Conduct Individual Acknowledgement Form

Name of governor	

Please tick the appropriate box to confirm that you have read and understood each of the following documents.	
School Behaviour Policy	
SNMAT Child Protection and Safeguarding Policy	
SNMAT Health and Safety Policy	
SNMAT Data Protection Policy	
SNMAT Disciplinary Policy and Procedure	
SNMAT Complaints Procedures Policy	
'Keeping children safe in education'	
[Add other documents that your school requires to the governing board to read.]	

I acknowledge the terms set out in the Governing Board Code of Conduct and agree to abide by this Code while I am an acting member of the governing board. I understand that the role is voluntary and that I will not receive payment for my duties.

Signature: _____

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 effective stakeholder engagement, including listening to and considering the voices of pupils, parents, staff and the wider community

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 and delegated by the Trust Board through the SNMAT Scheme of Delegation. Governors are therefore responsible for the areas delegated to them, including:

- 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
- supporting oversight of the academy's budget and resources in accordance with the SNMAT Scheme of Delegation, ensuring that money is well spent and that value for money, regularity and propriety are maintained
- reviewing the school's staffing structure, where delegated, 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 complaints are handled effectively, fairly and in accordance with the SNMAT Complaints Policy and any delegated responsibilities.

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:

- support the appointment of the headteacher and other senior leaders, where delegated by the Trust
- contribute to the appraisal of the headteacher and any related pay recommendations, where delegated by the Trust
- hear staff grievances and disciplinary matters
- review decisions to suspend or permanently exclude pupils, where required and in line with statutory guidance and Trust procedures
- 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, including a minimum of three full governing body meetings each year and Accountability Panels each term, as determined by the academy and the Trust
- reading papers and preparing questions for senior leaders in advance of meetings
- establishing and maintaining professional relationships with senior leaders, colleagues on the governing body and SNMAT.

- getting to know the school, including visiting during school hours to undertake monitoring, observations or quality assurance in an agreed area of responsibility, including where acting as a link governor
- undertaking induction training and developing knowledge and skills on an ongoing basis, including safeguarding, governance, finance and compliance training appropriate to the role

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, a SNMAT Board of Directors meeting once a year to ensure academy representation
- engage with and support Trust-wide work to develop governance, ensuring that academy views are shared
- support the wider ethos and values of the Trust, including collaboration and peer support for governor colleagues across SNMAT

All Governors must ensure they:

- Read, agree to and comply with the SNMAT Governor Code of Conduct, including the Nolan Principles of Public Life
- Complete annual safeguarding training for governors and any additional training required by the Trust or the academy
- Complete declarations of interest annually and whenever circumstances change, including the relevant start date for any new declaration

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

Senior governors have an important leadership role within the Local Governing Body (LGB). They support the effective operation of local governance, help ensure that governors fulfil their delegated responsibilities, and work constructively with the Headteacher, senior leaders and the Trust.

The role should be carried out in line with the SNMAT Articles of Association, Scheme of Delegation, Governance Operational Handbook, Governor Code of Conduct, relevant Trust policies and current statutory guidance, including the Academy Trust Handbook, the Academy Trust Governance Guide and Keeping Children Safe in Education.

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 effective performance management of staff.**
3. **Overseeing the financial performance of the academy and making sure its money is well spent.**
4. **Ensuring that the voices of stakeholders are heard.**

Wider leadership responsibilities

Senior governors have wider leadership responsibilities associated with their roles and status. They should:

- act as a first point of contact and provide leadership in employment matters, as required by the procedures established by the Trust and in accordance with the Scheme of Delegation, for example grievance, disciplinary or capability matters.
- where required, act as a first point of contact and respondent in matters raised with the academy or Trust by external bodies, such as the local authority, Department for Education, Diocese or other relevant agencies.
- where required, represent the governing body in its dealings with external partners and act as an advocate for the academy and the Trust.
- attend academy events as appropriate and encourage other governors to do so.
- model the standards set out in the SNMAT Governor Code of Conduct, including integrity, objectivity, confidentiality, collective responsibility and the Seven Principles of Public Life.
- ensure that any potential or actual conflicts of interest or loyalty are declared and managed appropriately.
- promote the Christian ethos and values of the academy and the Trust, including dignity, wisdom, hope and community.

Developing the team

Governing bodies need a range of skills, knowledge and experience to carry out their functions effectively. Senior governors should:

- ensure the governing body has the required skills, commitment and capacity to govern well, and that appointments help to address identified skills gaps and support a diverse team.
- ensure all governors have a clear understanding of their strategic role and delegated responsibilities within the Trust's governance structure.
- ensure new governors receive appropriate induction, including access to key Trust documents, GovernorHub, required training and a mentor where appropriate.
- ensure all governors undertake relevant training and development, including annual safeguarding training, and consider their individual and collective training needs.
- ensure governors are involved, feel valued and are encouraged to develop in their role.
- ensure governors act reasonably and in line with the SNMAT Governor Code of Conduct.
- promote effective succession planning for key roles, including Chair, Vice Chair and link governor responsibilities.
- develop an effective Chair/Vice Chair working relationship, keeping each other fully informed and delegating tasks as appropriate.

Working with school leaders and the Trust

Senior governors should develop effective working practices which are mutually supportive and appropriately challenging. They should:

- ensure the governing body fulfils its duty of care to the Headteacher and staff, including oversight of a safe and secure working environment, workload, work-life balance and wellbeing.
- ensure governors remain focused on their strategic role and avoid involvement in the day-to-day management of the academy.
- build and encourage a professional relationship with the Headteacher and the Trust which enables honest conversations, constructive challenge and effective support.
- meet or communicate regularly as senior governor colleagues and with the Headteacher as required.
- ensure there are no surprises at meetings by maintaining appropriate communication with the Headteacher, clerk or governance professional and Trust representatives.
- attend, or ensure appropriate academy representation at, the SNMAT Governance Keep in Touch (GKIT) meetings.
- attend, where possible, the SNMAT Termly Governance Forum.
- attend, or ensure appropriate academy representation at, an SNMAT Board of Directors' meeting at least once a year, where required.
- engage with and support Trust-wide governance development, ensuring 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, in accordance with the Scheme of Delegation, ensuring appropriate continuing professional development is considered.
- ensure the Headteacher provides staff with an understanding of the role of the local governing body and acts as an effective link between staff and governors.

Safeguarding, compliance and assurance

Senior governors should help ensure the governing body provides effective strategic oversight and assurance. They should:

- ensure safeguarding remains a standing priority for the governing body and that governors understand their strategic safeguarding responsibilities.
- ensure governors complete the required annual safeguarding training and understand the current version of Keeping Children Safe in Education.
- support the Safeguarding Governor in providing appropriate scrutiny of safeguarding policy, practice, culture, training, safer recruitment, monitoring and filtering, and the Single Central Record.
- ensure the governing body understands and follows the SNMAT Scheme of Delegation and relevant Trust policies.
- ensure statutory and Trust-required policies, declarations of interest, governor records and website governance information are reviewed and updated as required.
- ensure risks, compliance matters and key lines of enquiry are escalated appropriately to the Trust where required.
- ensure complaints made to the governing body are dealt with in a timely, fair and effective manner using the SNMAT Complaints Policy.
- support a culture where governors use evidence, data and professional curiosity to provide appropriate challenge and assurance.

Leading governance business

Senior governors play a key role in the smooth and effective running of governance business and meetings. They should:

- meet termly with the Headteacher, business or office manager and clerk or governance professional to plan accountability panel and full governing body meetings.
- ensure agendas focus on delegated responsibilities, academy improvement priorities, statutory requirements, risk, safeguarding, finance and strategic matters.
- reduce unnecessary paperwork and ensure papers are purposeful, timely and support effective discussion and decision-making.
- establish and communicate who is responsible for completing statutory and administrative governance tasks each term, using the SNMAT Meeting Cycle planning document as a guide.
- promote an open and respectful culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible.
- ensure actions and decisions from governing body meetings are recorded, monitored and implemented.
- ensure governors prepare well for meetings by reading papers in advance and preparing appropriate questions.

- ensure governor monitoring visits are purposeful, linked to strategic priorities, agreed in advance with academy leaders and reported back to the governing body.
- ensure the governing body undertakes regular self-review and considers the effectiveness of its work, including governor attendance, contribution and impact.

All Governors must ensure they:

- read and sign the SNMAT Governor Code of Conduct.
- complete annual online safeguarding training for governors.
- complete declarations of interest annually and as changes occur, including the relevant start date.
- maintain confidentiality and comply with data protection expectations.
- use their Trust governor email account and GovernorHub as required.
- undertake induction and ongoing training relevant to their role.
- act in accordance with the SNMAT Scheme of Delegation, Trust policies and current statutory guidance.

Monitoring Reports

Autumn 2026-2027 Monitoring Report for …….. (insert name of academy)

Safeguarding (for use alongside the termly visit documentation) 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 October) 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) 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) 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

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

Governor Reporting:
Date:

Spring 2026-2027 Monitoring Report for …….. (insert name of academy)

Safeguarding (for use alongside the termly visit documentation) 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):
Governor Reporting Date:
Single Central Record Update Update Completed (date) : Evidence of checks completed:
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:
Review Training Needs and plans Update:
Governor reporting: Date:
GDPR (use alongside the LGB Data Protection Visit check) 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) General condition: Areas for concern and proposed/update to action plan:
Governor reporting: Date:
Review Premises Action Plan General condition: Areas for concern and update on action plan:

Governor reporting:
Date:

Review of Health & Safety Action plan
Status of outstanding actions:

Other information:

Governor reporting:

Accident Reporting (F45 form)
Review period:
Summary of findings:

Trends/areas of concern:
Other information:

Governor reporting:

SEN
Check the numbers on the SEN register

- 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. Has there been any changes since last term?
- 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.
- Is an inclusive approach firmly in place?

Governor reporting:
Date:

Pupil Premium

- Discuss the strategy for the remainder of the year
- 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)? Check that this is being implemented.
- 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 the strategy for the remainder of the year

Governor Reporting:
Date:

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Summer 2026-2027 Monitoring Report for …….. (insert name of academy)

Safeguarding (for use alongside the termly visit documentation) 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):
Governor Reporting Date:
Single Central Record Update Update Completed (date) : Evidence of checks completed:
Governor reporting: Date:
Educational Visits No. of visits undertaken over the year: Evidence of good practice: Training EVC has undertaken: Queries/concerns about findings: Other information:
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:

Review of Website

Check all statutory requirements are published on the website (https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online)

Ensure the governor's business interests are complete and details uploaded onto the site for the current year, along with record of meeting attendance:

Areas to improve:

Governor reporting:

Date:

GDPR (use alongside the LGB Data Protection Visit check)

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) General condition: Areas for concern and proposed/update to action plan:
Governor reporting: Date:
Review Premises Action Plan General condition: Areas for concern and update on action plan:
Governor reporting: Date:
Review of Health & Safety Action plan Status of outstanding actions: Other information:
Governor reporting:
Accident Reporting (F45 form) Review period: Summary of findings: Trends/areas of concern: Other information:
Governor reporting:
SEN Check the numbers on the SEN register • Where funding is received, ensure that this has been 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. Has there been any changes since last term?

- 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.
- Is an inclusive approach firmly in place?
- Are plans in place for the next academic year? Have there been any changes to the funding due to be received?

Governor reporting:
Date:

Pupil Premium

- 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 has had the intended impact (if the
- 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)? Check that this is being implemented.
- 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

- Has the funding been spent appropriately and is there any balance left?

Governor Reporting:
Date:

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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 commons 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.*
- *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.*
- *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

National Governance Association

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

DIOCESE OF SOUTHWELL & NOTTINGHAM
MULTI ACADEMY TRUST

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 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 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 functions[1] 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	AAD	Academies Accounts Direction
AoA	Articles of Association	AGM	Annual General Meeting
AID	Academy Improvement Director	AO	Accounting Officer
AAR	Annual Accounting Report	ACE	Advisory Centre for Education
AFH	Academies Financial Handbook	AFN	Additional Family Needs
ASN	Additional School Needs	AWPU	Age weighted pupil units
ADSBM	Advanced Diploma in School Business Management	BFR	Budget Forecast Return
BFRO	Budget Forecast Return Outturn (31 March)	BV	Best Value
CLFP	Curriculum Led Financial Planning	CYPS	Children and Young People's Services
CofE	Church of England	CoG	Chair of Governors
CSBM	Certificate in School Business Management	CYPS	Children and Young People's Services
CP	Child Protection	CPD	Continuing Professional Development
DSBM	Diploma in School Business Management	DDSL	Deputy Designated Safeguarding Lead
DFE	Department for Education	DSBM	Diploma in School Business Management
DFC	Devolved Formula Capital	DSG	Dedicated Schools Grant
DFE	Department for Education	DT	Design & Technology
DPO	Data Protection Officer	DSL	Designated Safeguarding Lead
EYFS	Early Years Foundation Stage	EAL	English as an Additional Language
ESFA	Education and Skills Funding Agency	ES	Extended Services
EHCP	Education, Health and Care Plan	F45	Accident Reporting Form F45
FMS	Financial Management System	FOI	Freedom of Information
FTE	Full Time Equivalent	FGP&P	Finance, General Purposes and Personnel
FGB	Full Governing Body	GKIT	Governance Keep in Touch

GAG	General Annual Grant	GDPR	General Data Protection Regulation
G&T	Gifted and Talented	GIAS	Get Information About Schools
H&S	Health & Safety	HT	Headteacher
HR	Human Resources	HLN	High Level Needs
ICO	Information Commissioner's Office	IDACI	Income Deprivation Affecting Children Index
ICT	Information Computer Technology	ICFP	Integrated Curriculum Financial Planning
JE	Job Evaluation	KCSIE	Keeping Children Safe in Education
KS1/2	Key Stage 1 or 2	LGB	Local Governing Body
LADO	Local Authority Designated Officer	LAC	Looked after Children
LA	Local Authority	LSC	Learning Skills Council
MASH	Multi-Agency Safeguarding Hub	MR	Monitoring Report
MFG	Minimum Funding Guarantee	MUGA	Multi Use Games Area
MIS	Management Information System	NAGs	Nottinghamshire Association of Governors
NCC	Nottinghamshire County Council	NGA	National Governance Association
NCSL	National College of School Leadership	OfSTED	Office for Standards in Education
PAL	Published Admission Limit	PFI	Public Funding Initiative
PAN	Published Admission Number	PFSW	Pupil and Family Support Worker
PPA	Planning, preparation & assessment	PSHE	Personal, Social, Health Education
PP	Pupil Premium	QA	Quality Assurance
RA	Risk Assessment	SCA	School Condition Allocation
SB	School budget	SDG	School Development Grant
SDP	School Development Plan	SDPC	Strategic Development and Pupils committee
SEF	Self-Evaluation Form	SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator	SEND	Special Educational Needs and Disabilities
SIP	School Improvement Plan	SOD	Scheme of Delegation

SIAMS	Statutory Inspection of Anglican and Methodist Schools	SNMAT	Southwell and Nottingham Multi Academy Trust
SCR	Single Central Record	SLT	Senior Leadership Team
TST	Trust Support Team	TUPE	Transfer of Undertakings (Protection of Employment) Regulations
TA	Teaching Assistant	RE	Religious Education