



# **LOCAL GOVERNANCE HANDBOOK**

2022/2023

(Revised)

**Approved by Board of Directors - October 2022**

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## Introduction from the CEO

Local governance matters in our Trust. It is what ensures our schools are rooted in their communities. In order for pupils, staff and schools to flourish and succeed, governance at all levels of the Trust needs to be highly effective. Every layer of governance needs to know what it is responsible for and what it is not. We must avoid gaps, overlaps or grey areas in our governance work. We are committed to have the right people, doing the right things in the right way to support our schools.

Every school will have robust governance oversight in place as an entitlement. This may be delivered through local or cluster governing committee. Largely advisory in nature, local and cluster governing committees are so named to reflect their important role in the overall governance of the MAT. LGCs and CGCs are de facto sub-committees of the Board of Directors and accountable to it for safeguarding the mission, vision and ethos of our MAT at school level.

## Formal Constitution

The local governance arrangements are formally constituted in line with the Rise's Articles of Association, and delegated responsibilities as de-facto sub-committees of the Board of Directors as set out in the Scheme of Delegation 2022.

Each school is represented by local governance, either as a single entity or through a cluster governance arrangement. These are called Local Governing Committees (LGC) or Cluster Governing Committees (CGC).

## Membership

The membership of a LGC or CGC will reflect the legacy of its predecessor school. (VA/VC/Community) as follows;

Local Governing Committee- membership guidance				
	VA legacy	VC legacy	COMMUNITY	MIXED
FOUNDATION	5	2		5
TRUST		3	5	
PARENT	2	2	2	2
STAFF	1	1	1	1
EX-OFFICIO	1	1		1
CO-OPTED	2 max	2 max	2 max	2 max
Cluster Governing Committee- membership guidance from each school in the cluster				
	VA legacy	VC legacy	COMMUNITY	MIXED
FOUNDATION	2	1		2
TRUST		1	2	
PARENT	1	1	1	1
STAFF	1	1	1	1
EX-OFFICIO	1	1		1
CO-OPTED	2 max	2 max	2 max	2 max

## Voluntary Aided Legacy School

All governors, with the exception of parents and staff, are appointed by Directors as 'Foundation Governors' with the consent of the Diocesan Corporate Member and all members sign an undertaking to the Diocesan Corporate Member to uphold the designated religious character of the Academy.

**LGC:** 9 members - 5/9 are foundation governors, 2 parent, 1 staff, Incumbent as ex officio

**CGC:** \*(2) are foundation governors, (1) parent, (1) staff. The incumbent is an ex officio member

*\*The number in brackets represents the number of governors of each type from each school represented within the cluster e.g. a 4 school cluster = 8 foundation, 4 parent, 4 staff.*

### **Voluntary Controlled Legacy School**

25% of governors appointed by the Directors as 'Foundation Governors' with the consent of the Diocesan Corporate Member and all members sign an undertaking to the Diocesan Corporate Member to uphold the designated religious character of the said Academy.

**LGC:** 9 members - 2 foundation, 3 Trust appointed, 2 parents, 1 staff, incumbent as ex-officio

**CGC:** \*(1) foundation, (1) Trust Appointed, (1) parents, (1) staff, incumbent as ex-officio

*\*The number in brackets represents the number of governors of each type from each school represented within the cluster e.g. a 4 school cluster = 4 foundation, 4 Trust, 4 parent, 4 staff.*

### **Community Legacy School**

All governors except parent elected and staff are appointed by the Directors. Two/three parent governors are to be elected.

**LGC** 8 governors: 5 Trust Appointed, 2 parents, 1 staff.

**CGC** (n governors): 2 Trust Appointed, 1 parents, 1 staff.

*\*The number in brackets represents the number of governors of each type from each school represented within the cluster e.g. a 4 school cluster = 8 Trust, 4 parent, 4 staff.*

No matter the status of the local arrangement, all LGC/CGC may nominate members to the Board for approval.

Co-opted governors may be appointed on the basis of skills needed by a committee to a maximum of 2.

### **Schools in mixed clusters**

Where there are clusters with both Church schools and community schools the makeup of the local governance cluster will reflect the VA pattern- in line with the Christian character of Rise.

**CGC:** n members - \*(2) are foundation governors, (1) parent, (1) staff. The incumbent is an ex officio member

*\*The number in brackets represents the number of governors of each type from each school represented within the cluster e.g. a 4 school cluster = 8 foundation, 4 parent, 4 staff.*

### **Transitional arrangements**

Where schools have established good working models of cluster governance, and these are demonstrably effective, a transition plan will be drawn up in agreement with the Director of Education to allow for a natural transition to the new model over the course of twelve months. This will include substantial training and support for LGC/CGC members. Good and effective cluster governance is defined as;

- An agreed model of governance, in line with the scheme of delegation
- 5 fully quorate meetings during the last academic year (remote or face to face)
- Good representation from Foundation, Parent and Staff governors from across all schools
- Robust minutes demonstrate high levels of challenge and accountability
- An effective Headteacher reporting strategy

### Terms of Office

The LGC Chair is appointed for a four-year term of office, renewable by the consent of all parties for a maximum of two terms\*.

With the exception of ex-officio members and co-opted governors, all LGC/CGC members serve for a period of four years.

Vice chairs of governors are appointed by the LGC/CGC from within the membership annually.

Upon conversion to join Rise, any existing terms of office are not automatically reset for a further four years and will terminate when the term would have expired prior to joining the Trust.

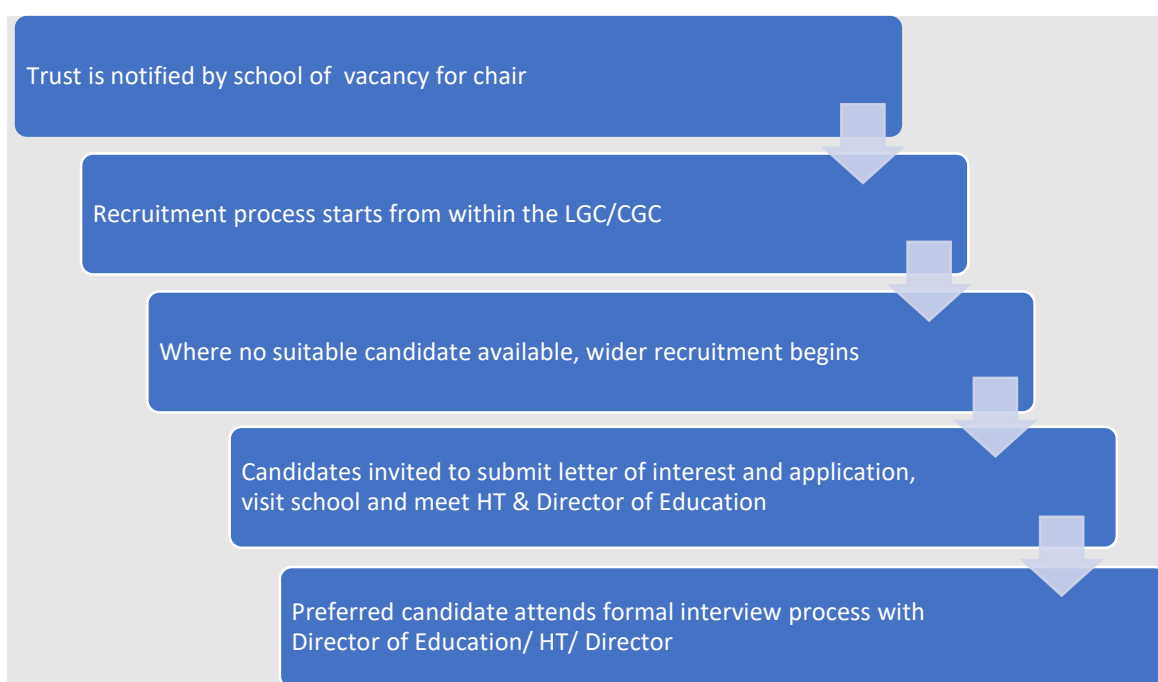
### The Appointment of the Chair of the LGC/CGC

The chair of the LGC/CGC is appointed by the Board of Directors. He/she is responsible for oversight of all the work of the LGC/CGC. Attendance of the chair at LGC/CGC meetings is expected. However, in exceptional circumstances, the vice-chair will be expected to take the chair for a meeting.

The post of chair is reviewed annually to ensure that all parties remain content. Typically, one person will not continue beyond 2 terms of office (8 years) in the post of Chair unless there are specific reasons that the Directors agree where this should be overridden.

On expiry of the term of office of the current chair, the LGC/CGC may nominate a chair from within the current membership to the Board for consideration and subsequent approval. Leicester Diocesan Board of Education recommend that clergy do not serve as a Chair of Governors. The chair must not be an employee of the Trust. Where there is no suitable candidate a recruitment process may be undertaken by the MAT on behalf of the LGC/CGC.

All suitable persons are invited to submit a letter of interest to the MAT and to complete the LGC/CGC application proforma (see Appendix 2). They will be invited to visit the school and will meet with the Headteacher and Director of Education or CEO. Nominated persons will be interviewed by the Director of Education or CEO before being recommended for appointment by the Board of Directors. A timeline is provided below;



If successful at interview, the preferred candidate is nominated for approval to the Board of Directors.

All appointments are subject to enhanced DBS and section 128 clearance to ensure that they are suitable persons. A declaration of suitability is to be submitted as part of the application process. See Appendix 1. For safeguarding purposes, schools must complete these checks prior to the final nomination stage of the process.

### **The role of the Chair**

The chair is appointed to lead the work of the LGC/CGC. Chairs set the tone for professional dialogue of challenge and support at LGC/CGC meetings. They are uniquely placed to establish the strong culture and ethos of respectful relationship between governors and the school that they serve.

Chairs provide support to individual governor members – new members will take time to settle into the role and should be supported by a robust induction process. More experienced governors may be able to work more independently but will still require support and challenge, where appropriate, from the chair.

The chair has responsibility for working closely with the Headteacher, Executive Head teacher or Head of School. He/she will also liaise as necessary with the Director of Education. The chair of the LGC/CGC also represents the school and contributes to governance within Rise through attendance at Chairs and Directors Committees. They are expected to report back to the LGC/CGC on any developments in the management of governance within the wider Trust. This responsibility to communicate information from the central team is key.

The chair is expected to contribute comments on the work of the LGC/CGC to their school's regular school improvement meetings with the Director of Education who will use information collected from chairs to report any serious issues back to the CEO/Directors as appropriate.

### **General responsibilities**

- Ensure the effective organisation of the LGC/CGC.
- Establish protocols for working with the school leadership, including arranging visits.
- Build an effective professional relationship with the Executive Headteacher/ Headteacher/Heads of school.
- Build an effective relationship with Directors, through the Chairs and Directors Committee
- Maintain a focus on the strategic and advisory role of local governance, in line with the scheme of delegation.
- Arrange for the election of a vice-chair of LGB.
- Oversees the election of parent and staff governors.
- Ensure that all governor advocates are clear about their responsibilities through a clear description of their key tasks.
- Ensure that there is an appropriate clerking arrangement in place.
- Oversight of compliance with Trust policies and process for LGC/CGC recruitment and training.
- Take chairs action\* in extremis, in agreement with the Director of Education.

### **Safeguarding duties:**

The chair is responsible for the initial strategic response to complaints or allegations made against the Head/Executive Head. This responsibility will involve liaison with Director of Education, CEO and/or HR advisor. The responsibility for investigating and dealing with complaints against the Headteacher/Executive Head lies with the Director of Education. Full advice and support will be offered.

The management of complaints other than as above:

The chair is responsible for the strategic management of formal complaints that come to the governing body, in line with the agreed complaint policy of the MAT. This may involve carrying out investigation meetings, meeting with parents or staff and arranging formal hearings where necessary.

### **Appointing a Vice – Chair to the LGC/CGC**

Vice chairs must be nominated from within the membership of the LGC and elected by it on an annual basis. The post is reviewed annually and typically one person will not continue beyond 4 years in the post.

In a CGC this may be a shared post amongst two governors, each serving from a different school. This decision is at the discretion of the CGC.

The vice-chair must not be a member of staff of the school or employed by the Trust.

Nominations to the role of vice -chair should be made in writing to the clerk to the Governors and the election should take place at the first meeting of an academic year. Where there are no written nominations at the first meeting, an oral nomination may be made. LGC/CGC members are able to self-nominate.

### **Recruiting and appointing LGC/CGC members**

LGC/CGC should develop a recruitment plan each year based upon the annual skill-audit and a routine review of the current membership. With the exception of parent, staff and ex-officio governors, members should be appointed on the basis of skills and experience needed by the committee.

Governors for schools and the DBE may all prove useful sources of recruitment for new members. The central team can offer additional support if necessary.

Applicants must complete the application form as set out in Appendix 2. Informal interviews are to be scheduled between the applicant, chair and Headteacher/Executive Headteacher prior to recommendation at the next LGC/CGC. Applicants may also be invited to observe a meeting where this is deemed appropriate.

The LGC/CGC will be expected to vote to approve the appointment of proposed governors or in the case of legacy VA/VC schools, vote to nominate to the Board for ratification.

All appointments are subject to the normal safer recruitment practices of the MAT which includes two references, a DBS and section 128 clearance protocols of the MAT.

### **Staff governors:**

Staff governors are elected representatives of the staff. They are asked to serve an annual term, renewable by mutual consent. Staff governors can be either teachers or support staff and are elected by both the teaching and support staff at the school. If a staff governor leaves a school, they are no longer eligible to serve as a staff governor at that particular school. All governors are equal and staff governors, along with all other types of governor, should take part in all aspects of the work of the LGC/CGC providing they do not have a personal interest in the item under discussion.

A staff governor cannot be the Chair/Vice-Chair of Governors; neither should the Headteacher, Executive Head or Head of school become staff governors. Staff governors may be members of

HR/personnel committees dealing with general staffing matters and contribute towards general discussions about pay, redundancy or discipline but cannot take part in any discussion of the pay, appraisal or disciplinary matter of any individual working at the school. Although elected by the staff at the school, staff governors are not representative governors and are there to express their own views as a member of staff. They should, however, report any widely held staff views, even if in a vote their own individual view is different.

If a staff governor is going to be absent for some time (e.g. on maternity leave), they are under no obligation to resign. In this case, the LGC/CGC may invite the staff to elect a member of staff to act as an observer during the staff governor's absence. This person would be able to attend meetings, take part in discussions but would not be able to vote.

#### **Parent Governors:**

Two places are reserved for the appointment of elected parent representatives on each committee. CGCs may appoint one parent from each of the schools within the cluster. Parent governors represent the parent community.

Any parent of a child or children at the school may apply to become a parent governor. Parent governors are elected by other parents at the school. They must be a parent or legal guardian of a child on the school roll at the time of their election. If their children leave the school before their term of office ends, they may continue to serve out their term of office if they so wish. All governors are equal and parent governors, along with all other types of governor, take part in all aspects of the work of the LGC/CGC providing they do not have a personal interest in the item under discussion. Objectivity is, however, essential, and it is important for parent governors to remember that they are there to promote the interests of all children, not just their own.

Although elected by parents, parent governors are not representative governors and are there to express their own views as a parent. They should, however, report widely held parent views, even if in a vote their own individual view is different.

Parents who are also staff at the school are not eligible to apply to become parent governors, but they may nominate a parent governor.

In the rare instance that a school cannot recruit a parent governor, a proxy parent governor may be appointed. A proxy parent governor is somebody who has children of school age.

The election process for parent governors is as at Appendix 3.

#### **Co-opted Governors**

A co-opted governor is a person appointed by the LGC/CGC and who, in the opinion of the governing body, has the skills required to contribute to the effective governance and success of the school. Co-opted governors may have an area of specialist knowledge or experience or bring a wide range of skills and experience to the role as a governor. As all other governors, co-opted governors act in the best interests of the school and wider community and cannot be mandated to take a particular stance on issues.

Up to two governors may be co-opted onto a LGC/CGC.

#### **Ex-Officio Governors**

In VA or VC legacy schools, the incumbent of the parish is deemed to be an ex-officio member of the LGC/CGC by virtue of their office.

Within community schools and many VA/CE legacy schools the Headteacher was also deemed to be an ex-officio member. Within Rise, Headteachers no longer have this status. This is because Headteachers are held to account by the LGC/CGC and it is felt that this compromises both the

Headteacher and the impartiality of the committee. Headteachers therefore report to their respective committees. This mirrors the status of the CEO of Rise, who is not a Director of the Board but reports to it.

Ex-officio governors may vote and count towards the quorum at a meeting.

**Removing a Chair of Governors, a vice-chair or a governor member of a LGC/CGC.**

Whilst it is important to note that this is a matter reserved for the Board of Directors, a chair is automatically disqualified from office by virtue of any of the following circumstances;

- A criminal conviction that would be revealed in a DBS check and which would preclude from being or working with children or vulnerable adults.
- The individual being subject to a disqualification order under the Criminal Justice and Court Services Act 2000 or otherwise disqualified from working with children or vulnerable adults.
- Disqualification from being the proprietor of any independent school or for being a teacher or other employee in any school.
- Removal from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of any body.
- Being subject of a bankruptcy restrictions order.
- A sentence of imprisonment
- Failing to attend a published LGC/CGC meeting without offering an accepted apology for two consecutive, termly meetings or 6 months will result in a loss of membership.
- There may be rare instances where a breakdown of trust and confidence in the chair could lead to a recommendation for removal being made to the Board of Directors by the CEO or Director of Education. The following list is not exhaustive but indicates the areas of concern which may pre-empt such a recommendation being made.
- Acting in a way that is contrary to the MAT's ethos and values (this could include misuse of social media);
- Bringing, or being likely to bring, the school, the MAT or their role as a governor representative of Rise into disrepute.
- Acting to undermine fundamental British values or the LGC/CGC's commitment or ability to deliver on its Prevent duty.
- Breakdown in relationships with the school.
- Failing to abide by or exceeding the delegated authorities described in the scheme of delegation.

In all cases it is expected that representatives of Rise will seek to meet with and discuss the presenting issues in a transparent manner with the Chair and to investigate the nature of any complaint in an appropriate and fair manner.

Where the concern relates to the vice-chair it is expected that the Chair of Governors consults with the Director of Education for advice and support.

Where the matter relates to a LGC/CGC member, the chair and vice-chair will meet with the individual to share concerns and if necessary, investigate. Support and advice can be provided from the central team.

Notwithstanding the above, membership is removed if any LGC/CGC member fails to attend a published LGC/CGC meeting without offering an accepted apology for two consecutive termly meetings or 6 months.

The decision to remove a Chair, Vice-chair or governor member must be communicated in writing and reported to the next LGC/CGC meeting detailing the procedure followed and the action taken.

### **Expectations for Governors**

All LGC/CGC members are expected to agree to abide by the code of conduct below. It should be discussed and minuted at the first meeting of the autumn term each year.

### **The code of conduct (Adapted from the NGA 2021 ethical code of governance)**

We agree to abide by the **Seven Nolan Principles** of Public Life:

- **Selflessness:** We will act solely in terms of the public interest.
- **Integrity:** We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.
- **Objectivity:** We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- **Accountability:** We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.
- **Openness:** We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.
- **Honesty:** We will be truthful.
- **Leadership:** We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

### **We will focus on our core governance functions:**

- ensuring there is clarity of vision, ethos and strategic direction.
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff.
- overseeing the financial performance of the organisation and making sure its money is well spent.

*NGA recognises the following as the fourth core function of governance:*

- ensuring the voices of stakeholders are heard

### **As individual LGC/CGC members, we agree to:**

- Fulfil our role & responsibilities to the Board of Directors
- We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
- We will fulfil our role and responsibilities as set out in our scheme of delegation.

- We will develop, share and live the ethos and values of our school/s.
  - We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
  - We will work collectively for the benefit of the school/s.
  - We will be candid but constructive and respectful when holding senior leaders to account.
  - We will consider how our decisions may affect the school/s and local community.
  - We will stand by the decisions that we make as a collective.
  - Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
  - We will only speak or act on behalf of the board if we have the authority to do so.
  - We will fulfil our responsibilities, acting fairly and without prejudice.
  - When making or responding to complaints we will follow the established procedures.
  - We will strive to uphold the school's / trust's reputation in our private communications (including on social media).
- \*We will not discriminate against anyone and will work to advance equality of opportunity for all.

### **Demonstrate our commitment to the role**

- We will involve ourselves actively in the work of the committee, and accept our fair share of responsibilities, serving on committees or working groups where required.
- We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and committee protocol.
- When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
- We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

### **Build and maintain relationships**

- We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
  - We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
  - We will support the chair in their role of leading the committee and ensuring appropriate conduct.
- \*We will work to create an inclusive environment where each committee member's contributions are valued equally.

### **Respect confidentiality.**

- We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
- We will not reveal the details of any LGC/CGC vote.
- We will ensure all confidential papers are held and disposed of appropriately.
- We will maintain confidentiality even after we leave office.

### **Declare conflicts of interest and be transparent**

- We will declare any business, personal or other interest that we have in connection with the LGC/CGC business, and these will be recorded in the [register of business interests](#).
- We will also declare any conflict of loyalty at the start of any meeting should the need arise.
- If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will act in the best interests of the school/trust as a whole and not as a representative of any group.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
- We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.
- We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

### **Attendance of non-governors at LGC/CGC meetings**

LGC/CGC are not public meetings. The Executive Headteacher/Headteacher and Heads of School are expected to attend in order to report to the LGC/CGC.

Other members of school staff including senior leaders attend on invitation only and must withdraw when LGC/CGC matters are debated or votes taken unless their attendance as observer has been expressly agreed in advance of the meeting.

The Director of Education, CEO and Directors may attend LGC/CGC meetings.

### **Appointing Governor Advocates**

The LGC/CGC may appoint the following governors to take particular responsibility for oversight and reporting back to the LGC/CGC on the following key aspects of the work of the school. The number of advocates may be appointed as determined by the LGC/CGC but Rise suggests.

- Safeguarding and online safety
- Special Educational Needs
- Health and Safety
- Early Years
- School advocates (CGC only)

Advocacy roles may be shared. Advocates should be appointed at the first meeting of the Autumn term. Their term may be determined by the LGC/CGC. Governors may develop particular expertise or interest in a specialist area and therefore they do not necessarily need to change each year.

Role descriptions for governor advocates are within Appendix 5.

### **Standing Committees**

A standing committee is a sub-committee of the LGC/CGC which is formed as required. Its membership is taken from within the wider LGC/CGC.

Standing committees may be required for the following reasons.

### **Behaviour**

To review the decision to permanently exclude a pupil

To review the decision of the Headteacher to cumulatively exclude a pupil for more than 15 days in a term (Fixed term exclusion)

To review an exclusion of 5 days + on the request of a parent

### **Admissions**

To consider an admission appeal in line with the agreed policy

### **Complaint**

To consider a formal complaint against the school

### **HR process**

As requested by HR to support a process within school (Disciplinary, Appeal etc.)

### **Appointing a LGC/CGC Clerk**

High quality, professional clerking is crucial to the effective functioning of the LGC/CGC. The clerk should be the 'governance professional'. Their role supports good and effective organisation and administration. More importantly, it is essential the clerk has a good understanding of the scheme of delegation in order to help the committee to understand its role, functions and legal duties. In this way the clerk can effectively support the chair to enable and facilitate strategic debate and decision-making. This is crucial in helping the committee to exercise its functions expediently and confidently, so that it can stay focused on its core functions.

It is not appropriate for a school's administrative team to clerk their LGC/CGC meetings because this arrangement does not afford independence. Committees are therefore strongly advised to secure the services of a professional clerk.

There is a helpful competency framework for clerking, which was produced by the government. This may be viewed [here](#).

### **Agenda setting and schedule of meetings**

Each committee will arrange its own cycle of full LGC/CGC meetings. They must meet five times each year and we expect committees to broadly follow the model agenda determined by Rise.

The chair is expected to agree the agenda for each LGC/CGC meeting, in consultation with the Headteacher/Executive Headteacher and Clerk to Governors, ensuring that papers are circulated in a timely fashion prior to meetings. It is advised that all papers are circulated seven days prior to each meeting.

The chair should ensure that the pecuniary interests of all members of the LGC/CGC are declared at the start of each meeting. All governors must also complete the register of business interests.

A register of governor attendance must be taken at the start of every meeting. Apologies for absence should be noted together with the decision to accept those apologies.

Any other business- this should be notified in advance of the meeting to the chair wherever possible.

A model agenda is included at Appendix 6.

## Minutes

Minutes provide a summary of matters discussed and decisions taken by the committee. They are not a verbatim transcript of a meeting.

When recording decisions, the clerk can use phrases such as “Governors voted in favour of the proposal”, “Governors agreed to x”, “Governors approved y” or “Governors ratified the xxx policy”. If there has been a discussion before the decision the clerk needs to summarise the key points in favour or against and show how the committee arrived at their conclusions.

When recording questions aim to incorporate clarification questions into the main text of the minutes and highlight **challenging** questions from governors, not every single question that is asked in a meeting.

Governor names should not be recorded against a question asked. ‘A governor asked’ should suffice.

When recording votes use the following - “governors voted in favour of xxxx” or “governors approved the xxxx policy”. The clerk can write that the vote was **unanimous** or **by majority** but does not have to, although it may be wise to do so for a vote that could be controversial. Occasionally a governor may abstain from a vote or wishes to have their vote against an item recorded, this is not good practice. Governors make decisions collectively and share responsibility for those decisions, whether they voted in favour of them or not.

Checking the minutes: It is common practice for the clerk to send draft minutes to both the Chair and the Headteacher for approval before sending the draft out to all governors. However, the whole committee must approve the final version of full board minutes and can over-rule any changes made by the Head or chair.

The first item on every LGC/CGC agenda is the approval of minutes. They must be read and checked for factual accuracy with challenge and adjustments noted prior to their agreement. Once agreed, signed minutes become public documents which may be requested and must be provided upon request to parents or interested parties. There is no requirement to publish LGC/CGC minutes on the school website. Electronic signatures can suffice when remote meetings are held.

The LGC/CGC can decide to make any item confidential, particularly if it refers to a named pupil or staff member. Confidential minutes should be clearly marked as confidential with a watermark and prominent title. Some schools also like to print them on a different colour paper to make it really obvious. Confidential minutes are not routinely provided upon request to parents but may still be requested under Freedom of Information Law. Access can still be denied if the minutes contain personal information.

For the purposes of accuracy of minute taking and in agreement with the LGC/CGC only, meetings may be recorded. Clerks are advised to pay regard to the requirements of GDPR-UK when processing this data.

Minutes should be available in draft form ten days after the meeting. Minutes must be retained according to the data processing schedule of Rise and may be held electronically. They should be retained for the life of the organisation.

The model articles 2021 state:

*The trustees shall ensure that a copy of:*

- a) *the agenda for every meeting of the trustees.*
- b) *the draft minutes of every such meeting, if they have been approved by the person acting as chair of that meeting.*
- c) *the signed minutes of every such meeting; and*

*d) any report, document or other paper considered at any such meeting, are, as soon as is reasonably practicable, made available at [every]/[the] academy to persons wishing to inspect them.”*

### Model Articles of Association (June 2021)

#### **Quorum**

The quorum is the minimum number of governors required to be present at a meeting for it to be valid. The quorum for LGC/CGC meetings is 50% of appointed governors. Ex-Officio governors may be counted within this number.

If a meeting is rendered inquorate, at the discretion of the chair, matters may still be discussed but no votes may be taken, or final decisions made.

The chair is permitted to close an inquorate meeting and re- schedule for a later date. This decision should be noted in the minutes and the Director of Education informed.

#### **Ofsted Inspections**

Governance is more complex in a trust. It is an area of frequent inspector training. There remain different operating practices across different inspections. At Rise, we will work flexibly with the lead inspector and support them to complete their evidence base.

LGC/CGC are expected to understand the inspection process and contribute to the inspection of their schools as required.

#### **SIAMS or Section 48 inspections**

SIAMS stands for Statutory inspection of Anglican and Methodist Schools and they usually take place every five years. SIAM'S explores the question, “How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”

#### **This overarching inspection question is examined through seven strands:**

1. Vision and Leadership
2. Wisdom, Knowledge, and Skills
3. Character Development: Hope, Aspiration, and Courageous Advocacy
4. Community and Living Well Together
5. Dignity and Respect
6. Impact of Collective Worship
7. Effectiveness of Religious Education

We would expect that LGCs of our legacy VA and VC schools will be routinely and actively engaged in monitoring and evaluating the school strategy against these seven strands. LGCs may wish to nominate governor advocates to take responsibility for working with leaders in readiness for a SIAMS inspection.

We understand that post-covid delays to the schedule may mean schools waiting much longer than expected for their inspection.

Schools usually receive notification one week in advance. Prior to the inspection, the chair of the LGC / CGC will be asked to sign the SIAMS contract.

A representative from the Board of Directors, the Director of Education or CEO and or the Diocesan Education Team will be expected to attend the feedback session at the end of the inspection alongside the chair and school leadership.

## **Intervention and Support through the imposition of a School Improvement Committee (SIC)**

### **Purpose of the group**

The Board of Directors have temporarily dissolved the LGC/CGC and suspended the Scheme of Delegation. The SIC will subsume the role of the LGC/CGC in the short to medium term. The Board of Directors will make a decision about how and when to re-establish the LGC/CGC in due course, taking into account any recommendations provided by the CEO, Director of Education and the SIC.

The School Improvement Committee (SIC) will monitor progress against the MAT/school agreed improvement plan and to validate evidence of the impact of actions taken.

### **Role**

A SIC may be required following either a weak inspection, or through internal MAT level evaluation. It may also be required where there is instability within the school, weak leadership, or limited school improvement happening, or capacity to deliver on this.

The SIC will scrutinise the actions in the School Improvement Plan, ensuring they are aligned to the recommendations made following the most recent school evaluation. It will challenge the Headteacher and Senior Leaders of the school to take actions that will directly address, at pace, the issues raised.

**In a school with high levels of instability:** The committee will oversee the delivery of agreed actions to stabilise the school and move it forward on a journey of improvement

**In a school with weak leadership/limited capacity:** The committee will oversee the delivery of agreed actions to ensure leadership is strengthened, and improvements are made.

**In a school requiring rapid improvement:** The committee will oversee and, where appropriate, determine any other activity aimed at moving the school forward rapidly.

### **Membership**

The SIC will have a maximum of six members

MAT appointed Chair

Up to 5 other members, appointed by the MAT on the basis of their skills. In the first instance these members may come from effective LGC/CGCs within Rise MAT.

The Director of Education- ex officio

Other professionals may attend the SIC meetings as requested and agreed by the board.

### **Terms of office**

Members of the SIC will serve for a period not less than twelve months and no more than five school terms.

### **Quorum**

50% of the membership is required to be present for the meeting to be quorate.

### **Accountability**

The SIC will be accountable to the CEO, and report progress to the Board of Directors. A report will be provided at scheduled Board meetings and at agreed intervals during meetings between the Director of Education and the Chief Executive.

If required, SIC members should be available to meet with any HMI conducting any Monitoring Visit (following a weak inspection).

## **Review**

The SIC will review its purpose, role and functions following visits from either Ofsted (as part of a monitoring visit), or trust officers at set periods of time. It will provide a report to the Board of Directors.

The decision to recommend removal of the SIC to the Board of Directors is delegated to the CEO and will be taken on the advice of the Director of Education.

## **Meetings**

The frequency of meetings will be determined by the Director of Education at its first meeting but in the first instance should be monthly.

The MAT will provide a Clerk who will prepare an Agenda in collaboration with the Chair. Any member of the SIC can suggest an agenda item or, if the matter is too late to be included in the agenda, can ask for it to be tabled as an item of other business at the end of the meeting.

The Clerk will prepare papers and circulate them ahead of each meeting. The Clerk will draft minutes of each meeting for approval at the next.

The minutes will be made available to any stakeholder or interested person outside of the Group on request to the Clerk.

## **Sharing of information**

The Group will proactively share information with:

- The **Board of Directors** via the Chair
- **School staff** via the Headteacher
- **Parents and carers** via newsletters and the Schools website
- **MAT professionals** as required.

The SIC may consider providing updates or reporting progress to other forums (e.g. local media) either exceptionally or as a matter of course.

## **Transitional arrangements**

In agreement with the Director of Education, the Chair of the SIC will work with the MAT and the Headteacher to recruit a shadow LGC from term 3. Members of the SIC will be invited to remain as LGC members.

## **The Role of the Diocesan Director of Education (DDE) within Rise**

The DDE sits as a corporate member of Rise MAT. The Diocesan Director of Education (DDE) is a statutory role. Aside from the distinct responsibilities of the DDE as corporate member as outlined within the scheme of delegation, all other interactions with Rise MAT and schools are as the DDE fulfilling the DBE's statutory role. These include providing advice and support to the CEO, headteachers and schools as described below.

- Communicates and supports the Diocese's vision for children and young people through a range of partnerships
- Supports Church Schools to stand confidently at the heart of the church's mission to children and families across Leicester and Leicestershire
- Challenges and supports church schools to recruit high quality leaders and deliver highly effective provision for the children and young people they serve
- Acts as a strategic partner and provider with Local Authorities, Teaching School Alliances, the Regional Schools Commissioner, the Department for Education and the Church of England Education Office
- Develops closer working relationships between the DBE and other Diocesan Boards, committees and agencies

- Advises the Bishop on educational matters from General Synod, the Church of England Education Office, Department for Education and Local Authorities
- Deals with all issues regarding academies, including initial advice for governing bodies

## APPENDIX 1. ANNUAL DECLARATION OF CONTINUING SUITABILITY

*To be completed by each LGC/CGC member on an annual basis.*

### **Personal Disclosure Form**

I declare that I know of no reason why I could be disqualified from serving as a member of the School's Local Governing Committee/Cluster Governing Committee and that:

- 1) I am not and have not been in dispute with the school or with Rise MAT.
- 2) have no criminal convictions that would be revealed in a DBS check, and which would preclude me from being or working with children or vulnerable adults.
- 3) I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000 and am not otherwise disqualified from working with children or vulnerable adults.
- 4) I am not disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school
- 5) I have not been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of any body
- 6) I am not the subject of a bankruptcy restrictions order
- 7) I have not, at any time, had passed on me a sentence of imprisonment

**Signature** \_\_\_\_\_

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

**APPENDIX 2 APPLICATION FOR MEMBERSHIP OF A LGC/CGC**

**Your contact details**

<b>Title</b>		
<b>Surname</b>		
<b>Forenames</b>		
<b>Any previous names</b>		
<b>Date of Birth</b>		
<b>Occupation</b>		
<b>Residential Address</b>		
<b>Business Address</b>		
<b>Telephone</b>		
<b>Mobile</b>		
<b>Email</b>		
<b>Which School in Rise MAT would you like to join?</b>		
<b>Are you a member of any other governing body?</b>	<b>Yes: please state where</b>	<b>No</b>
<b>Are you a parent of pupils within Rise MAT?</b>	<b>Yes: please detail</b>	<b>No</b>
<b>Please give details of two referees to whom we can contact:</b>	<b>Email:</b>	<b>Email:</b>

## APPENDIX 2 APPLICATION FOR MEMBERSHIP OF A LGC/CGC (continued)

### Declaration:

#### Personal Disclosure Form

I declare that I know of no reason why I could be disqualified from serving as a member of the School's Local Governing Committee/ Cluster Governing Committee and that:

- 1) I am not and have not been in dispute with the school or with Rise MAT.
- 2) have no criminal convictions that would be revealed in a DBS check, and which would preclude me from being or working with children or vulnerable adults.
- 3) I am not subject to a disqualification order under the Criminal Justice and Court Services Act 2000 and am not otherwise disqualified from working with children or vulnerable adults.
- 4) I am not disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school
- 5) I have not been removed from the office of a charity trustee or trustee for a charity by an order made by the Charity Commissioners or the High Court on the grounds of any misconduct or mismanagement or, under section 7 of the Law Reform (Miscellaneous Provisions) (Scotland) Act 1990, from being concerned in the management or control of any body
- 6) I am not the subject of a bankruptcy restrictions order
- 7) I have not, at any time, had passed on me a sentence of imprisonment

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### SUPPORTING STATEMENT:

Please tell us why you would like to be considered for membership of our Local/Cluster governing committee (LGC/CGC). You might like to indicate any relevant skills, experience or qualifications.



### ELECTION PROCEDURE

#### BACKGROUND

The statutory requirements for the conduct of elections for parent governors are contained in Regulation 6 and Schedule 1 of the School Governance (Constitution)(England) Regulations 2012. Rise MAT has determined that parent governors will be elected in line with the processes adopted in the maintained sector.

#### THE ELECTION PROCEDURE

The Headteacher/Principal will act as Returning Officer and will be responsible for conducting the election.

#### ANNOUNCING THE ELECTION

Parents must be advised of a forthcoming election in accordance with the procedure detailed in Section 4 of this guidance note.

#### ELIGIBILITY OF PARENTS TO PARTICIPATE

The parents of all registered pupils known to you at the school are entitled to participate in the election procedures for parent governors. However, there are two exceptions: -

Parents who are Elected Members (i.e., City/County Councilors) of Leicester City Council **are not eligible to stand** for election as a Parent Governor. They are, however, entitled to second a nomination and vote in an election.

Staff employed at the school, who are themselves parents of pupils at the school, and work for more than 500 hours in any consecutive twelve-month period (at the time of election) **are not eligible to stand** for election as a Parent Governor. They are, however, entitled to second a nomination and vote in an election.

Any parent of a registered pupil at the school may stand for election as a parent governor provided, they are eligible.

Any parent of a pupil registered at the school may vote in an election for parent governors.

The term 'parent' relates to any person who has 'parental responsibility' as defined by Section 576 of the Education Act 1996. Where there is doubt about parental responsibility, this matter should be referred to the Local Authority who will seek clarification and guidance.

A pupil in the school may, therefore, have more than two parents eligible to participate – for example, both the natural parents, stepfather/mother, foster parents and any other adult who has or shares the day-to-day care and control of the child. In cases of doubt, it would be advisable to ask for a letter of identity to be signed by one of the natural parents.

Schools are not required, however, to track down everyone who may qualify under the above definition

#### NOMINATIONS AND BALLOTING

##### Nominations

A letter, nomination form and notes for parents should be prepared. These should include the dates by which the nomination form should be returned to school

The school **must** ensure that the arrangements implemented enable every eligible parent to participate in the elections.

The letter, nomination form and notes for parents should be sent to **each** parent. This may be done via:

#### **The Pupil**

Note: If there is more than one child per household in the school **only one set of papers for each parent** must be issued to the eldest child.

#### **External Post**

Electronically – e.g. email, ParentMail or similar communication systems

However, if using electronic means to send out nomination forms, the school **must** ensure that the parents without access are sent a paper copy of all documentation.

After the closing date, if the number of nominations (candidates) is equal to the number of parent governor vacancies, no election is necessary.

A letter to all parents informing them of the elected parents should be sent as soon as possible.

If there are **fewer** nominations than vacancies, then these should be filled by the governing body as described in the governor's handbook.

#### **Balloting**

If there are **more** nominations (candidates) than vacancies, a secret ballot must be held at the school.

Ballot papers (including any personal statements provided by candidates themselves) must be issued on the basis of one ballot paper per parent, to be taken home by the pupil.

Candidates may submit a personal statement but are not required to do so. There is also no limit on the number of words they may wish to submit.

The ballot paper should be sent via the pupil to **each** parent. If there is more than one child per household in the school **only one set of papers for each parent** must be issued to the eldest child.

Arrangements should be made for ballot papers to be issued to the parents of absent children on the same day as they are issued to children present in school. These should be sent by post unless you can arrange delivery.

Duplicate papers should be issued where a ballot paper has been lost or spoilt. It is recommended that any duplicate papers are issued on coloured paper.

#### **VACANCIES FOR PARENT GOVERNORS**

The election process detailed in Section 5 must be implemented to fill any vacant parent governor posts.

If there are no or insufficient nominations received by the stated closing date, enquiries should be undertaken to encourage a parent of a child at the school to take up the position. Under these circumstances the nomination form should be completed and returned in the same way.

If there is still a vacant post(s) despite encouraging parents to nominate themselves, then this will be filled by the governing body.

In these **exceptional** circumstances, and **only** if no parent of a registered pupil at the school can be persuaded to serve as a governor, then the LGC/CGC must appoint a parent governor in the following order of preference: -

A parent of a registered pupil at the school.

A parent of a former registered pupil at the school; or

A parent of a child under or of compulsory school age.

If in a Community Special or a Foundation Special School (not established in a hospital), sufficient parent governors cannot be found through the election procedure, then the governing body must appoint in the following order of preference: -

- 1) A parent of a registered pupil at the school.
- 2) A parent of a former registered pupil at the school
- 3) A parent of a child under or of compulsory school age with special educational needs for which the school is approved.
- 4) A parent of a child who has special educational needs and is over compulsory school age.

#### **THE FORMAL APPOINTMENT OF A PARENT GOVERNOR CAN ONLY BE MADE AT A FULL LGC/CGC MEETING**

##### **Notification of Successful Candidates**

Headteachers should notify their Clerk to the Governors of the successful candidates so they can write and welcome the new governors. The Clerk should also inform the chair of governors of the appointment.

The school must then carry out the appropriate eligibility checks. When these are completed the LGC/CGC clerk can issue appointment letters and other useful documentation.

**APPENDIX 4 MODEL TERMS OF REFERENCE**  
**XXXXXXXXXXXX PRIMARY SCHOOL(S) LOCAL GOVERNING COMMITTEE/CLUSTER GOVERNING**  
**COMMITTEE**  
**(MODEL) TERMS OF REFERENCE**

**Formerly VA/VC/Community School (delete as appropriate)**

The Terms of Reference are intended to support the operation of matters delegated to a Local Governing Body (Known as the Local Governing Committee) or a cluster governing committee (CGC) under general and financial schemes of delegation and in any approved policies and procedures. LGCs and CGCs are committees of the full board of Directors and do not have their own legal entity. The level of delegation to LGCs/CGCs is kept under review by the board and may be varied through schemes of delegation, policies and procedures and amendments to the terms of reference.

**Purpose**

A framework through which the LGC/CGC provide advice to the Directors and assist the decision making of the trust board by enabling more detailed scrutiny and consideration to be given about matters at a school level. LGCs/CGC uphold and champion the vision values and aims and the core principles of Rise MAT.

**Vision Values & Aims**

Rise MAT is a family of schools serving both Church and community where diversity is celebrated, and respect and dignity are paramount. Our aspirations are high for the children we serve, and we use our combined strengths in wisdom and fellowship to support them and each other to be successful.

Our strong sense of community & collaboration ensures happiness, fulfilment and well-being are key so that children know they are loved by God and in turn grow to love learning, to love life and to love others. Our ambition is for all our staff, children and schools to flourish, living life in all its fullness.

We expect all our local governors to support our aims and respect these core principles that underpin all Rise MAT policies:

- A professional community of collaborative learners working in trust & fellowship for personal growth and wisdom.
- A family of happy, successful schools where well-being is highly valued, and children are inspired to live life to its full.
- Ambitious for ALL children to achieve their true potential with an inclusive philosophy and a clear commitment to the most disadvantaged communities we serve.
- Committed to ensuring resources are used efficiently and effectively to provide best value for children's learning.
- A champion for the Church of England's vision for education, supporting local Diocesan vision and aims.

**As a committee of the full Board the remit of the LGC/CGC is:**

- Providing focused governance to each academy or across several academies at local level.
- Championing and upholding the vision and values of the Trust
- Upholding each school's unique ethos and values including, where applicable, discharging the Trust obligations with respect to the distinctive character of worship and religious education in their academy as determined by its designation prior to conversion.
- Holding the Headteacher to account as a critical friend and advocate for the pupils.
- Overseeing the academies key performance indicators for finance.
- Monitoring the performance of the academy on behalf of the Trust.

- Ensuring robust safeguarding measures are in place in compliance with KCSIE legislation and agreed Trust Policies.

### **Responsibilities**

Delegated responsibilities are grouped under eight areas of focus and described in detail within the scheme of delegation. Broadly they are as follows;

- 1) Academy Improvement.
- 2) Finance, procurement and risk.
- 3) Safeguarding, pupil behaviour and welfare.
- 4) HR, recruitment and appraisal.
- 5) Health and safety and compliance.
- 6) Asset management- including estates.
- 7) Admissions.
- 8) Community, Parents and Partnerships- includes communication and complaints.

### **Individual ethos and religious character**

The LGC/CGC should protect the individual identity and ethos of our school whilst ensuring they respect our Trust governance structure of being a mixed MAT for both church and community academies. This is included in the signed declaration of eligibility form all governors complete.

For all Church Academies All LGC/CGC members shall be required to sign an undertaking to the Diocesan Board of Education to uphold the specifically designated religious character of the academy.

### **MEMBERSHIP**

*\*Delete as appropriate for Community/ VC /VA School designation*

It is recognised that where an academy joins the trust or where there is a significant change to the scheme of delegation, there may be a need to vary the membership to allow transition to the above. The board may therefore agree to appropriate transitional arrangements typically not to be longer than a year.

#### **\*Formerly VC Primary School**

25% of governors appointed by the Directors as 'Foundation Governors' with the consent of the Diocesan Corporate Member and all members sign an undertaking to the Diocesan Corporate Member to uphold the designated religious character of the said Academy.

- **LGC:** 2/8 foundation, 3 Trust appointed, 2 parents, 1 staff
- **CGC:** \*(1) foundation, (1) Trust Appointed, (1) parents, (1) staff

The incumbent is an ex-officio member

- Up to two other co-opted governors appointed by the local governing body with or without voting rights on a period of office for up to 4 years to provide additional skills and capacity as needed.
- The CEO/ Director of Education or Trust Directors are free to attend any LGB meetings from time to time
- The LGC/CGC may invite others to join and speak at any part of their meetings in a non-voting capacity. Any such attendees do not count towards a quorum.

Or

### **\*Formerly VA Membership**

All governors, with the exception of parents and staff are appointed by Directors as 'Foundation Governors' with the consent of the Diocesan Corporate Member and all members sign an undertaking to the Diocesan Corporate Member to uphold the designated religious character of the Academy.

- **LGC:** 5/9 are foundation governors, 2 parent, 1 staff
- **CGC:** \*(2) are foundation governors, (1) parent, (1) staff.

The incumbent is an ex officio member

- Up to two other co-opted governors appointed by the local governing body with or without voting rights on a period of office for up to 4 years to provide additional skills and capacity as needed.
- The CEO/ Director of Education or Trust Directors are free to attend any LGC/CGC meetings from time to time.
- The LGC/CGC may invite others to join and speak at any part of their meetings in a non-voting capacity. Any such attendees do not count towards a quorum.

### **\* Formerly Community Primary School**

All governors except parent elected and staff are appointed by the Directors. Two/three parent governors are to be elected.

- LGC: (8 governors): 5/8 Trust Appointed, 2 parents, 1 staff.
- CGC: (n) \*(2) Trust Appointed, (1) parents, (1) staff.
- Up to two other co-opted governors appointed by the local governing body with or without voting rights on a period of office for up to 4 years to provide additional skills and capacity as needed.
- The CEO/ Director of Education or Trust Directors are free to attend any LGC/CGC meetings from time to time.

The LGC/CGC may invite others to join and speak at any part of their meetings in a non-voting capacity. Any such attendees do not count towards a quorum.

### **Clusters with mixed legacy schools,**

Where there are clusters with both Church schools and community schools the makeup of the local governance cluster will reflect the VA pattern- in line with the Christian character of the MAT.

**CGC:** \*(2) are foundation governors, (1) parent, (1) staff.

The incumbent is an ex officio member

### **Terms of Office**

With the exception of ex-officio and any co-opted governors, terms of office are for four years. Staff governors serve for one-year term renewable by consent.

### **Disqualification from Office**

Only governors with two references and DBS and section 128 clearance, reviewed every three years may sit on the LGC/CGC.

LGC/CGC governors may be disqualified from office in accordance with the provision within article 80 of the articles of association and the Scheme of Delegation for the Trust.

### **Quorum**

The quorum for a meeting and any vote shall be three local governors or 50% of the total number of local governors in post at that time or a minimum of 4– whichever is the greater.

### **Appointment of Chair**

On expiry of the term of office of the current chair, the LGC /CGC will nominate a chair to the Board for approval. The chair and vice chair must be local governors who are not employed by the Trust. The post is reviewed annually and typically one person will not continue beyond 2 terms of office years in the post of Chair unless there are specific reasons that the Directors agree, where this should be overridden. (For example, a project or recruitment issue).

***Leicester Diocesan Board of Education recommend that clergy do not serve as a Chair of Governors.***

### **Election of Vice-Chair**

Vice chairs may be nominated from within the membership of the LGC/CGC and elected by it or an annual basis. The post is reviewed annually and typically one person will not continue beyond 4 years in the post.

The vice-chair must not be a member of staff of the primary school or employed by the Trust.

### **Governor Advocates**

The LGC/CGC may appoint the following governors to take responsibility for oversight and reporting back to the LGC/CGC on the following key aspects of the work of the school. *The LGC/GCG have determined to appoint the following:*

- *Safeguarding and online safety*
- *Special Educational Needs*
- *Health and Safety*
- *Early Years*
- *School advocates (CGC only) \* adjust as determined locally*

Additional advocates may be appointed as determined by the LGC/CGC.

### **Power for the Chair of the LGC/CGC to act in exceptional circumstance**

In addition to the powers outlined in the articles of association, policies and procedures of the MAT, the chair has delegated authority to act in circumstances where not to do so would be detrimental to the Academy or the MAT.

Wherever practicable the power for the chair or vice chair to act in exceptional circumstances should be exercised in consultation with the vice chair and approved first with the CEO or Chair of Trust Board.

Exercise of this function shall be communicated as soon as is reasonably practicable to all local governors and recorded with the minutes of the next meeting of the LGC/CGC or relevant committee.

### **Clerking**

The Clerk to the LGC/CGC should be independent of the management of staff within the academy and will be appointed by the LGC/CGC either as an employee of the trust in accordance with the pay and conditions of the trust or via a contract for externally provided services. The Clerk will be line managed or the external contract overseen by the Chair of Governors and/or other appointed governors. Where the Clerk fails to attend a meeting of theirs, the LGC/CGC must appoint a temporary clerk. For reasons of probity, the Headteacher, Executive headteacher, members of the LGC/CGC or the school finance officer is not permitted to act as clerk.

The Clerk must adopt an approved Rise email address and upload minutes to the Governor folders. The Trust approves the Clerk and may determine to change the clerk at any point if concerns arise. Whichever Clerk is used they have a duty to inform the Board of Directors about any concerns with governance and pay due regard to this ToR, the SoD and our whistle blowing policy.

### **Confidentiality & Conflict of Interests**

The LGC/CGC may need to meet in confidential mode where the subject for consideration is the performance review of any person employed to work at the academy. In such cases any relevant person employed to work at the academy other than the Headteacher in law should withdraw unless specifically invited to stay by the LGC/CGC to contribute to the consideration of the matter.

All sensitive and confidential minutes such as pay discussions are not filed on the hub but still filed in a confidential section of the minutes folder locally and emailed in a password protected document to the CEO.

### **Pecuniary, Business or Conflicts of Interest**

Local governors recognise the need to declare any interests in accordance with the Articles of Association, relevant regulations and the Governors Code of Conduct.

### **Decisions**

The LGC/CGC will aim to make decisions by consensus. Where voting is necessary, a majority of votes cast will determine the outcome of any vote. In the event of a tied vote, the chair of the meeting has a deciding second vote or the right of veto.

### **Electronic Attendance**

Any person will be able to participate in meetings of the LGB by telephone or video conference if agreed by the chair provided that governor participation is for the whole agenda item discussion and not just the vote; and if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting will still proceed with its business provided it is quorate.

### **Delegation of Powers**

The LGC/CGC functions as **one committee** of the full board of Directors in line with the scheme of delegation.

Subject to any restrictions within the articles of association, schemes delegation and policies and procedures the LGC/CGC may request specific permission to delegate functions to an individual governor advocate, a committee or working group for a specific period of time. Any such request for delegation to a working group shall be recorded in minutes or otherwise made in writing to the CEO and may be revoked or altered (for example as part of a panel for disciplinary or grievances).

Where any power or function of the LGC/CGC has been delegated to a person, committee or group, that person, committee or group shall report to the LGC/CGC and CEO or CFO in respect of any action taken, or decision made with respect to the exercise of that power or function at the meeting of the LGC/CGC immediately following the taking of the action or the making of the decision.

### **Frequency of Meeting**

The Committee will meet at least five times a year as outlined in the governance work-plan. No meetings will be arranged without the HTs attendance and consent (unless the HT has requested leave for a specific reason).

**LGC/CGC Members**

Name	Role	DBS date	Term of office start	Term of office end	Type of Governor	Parent Y/N

**Chair of Governors declaration:**

As Chair of Governors, I understand my responsibilities in ensuring the function of the LGC/CGC align to these terms of reference. I will ensure all governors support school monitoring; undertake the training they need and do not act outside of their remit as detailed in this document and trust policies. I will ensure they are mindful of the agreed code of conduct and will alert Rise MAT of any concerns or support needed to ensure all governors uphold these principles.

**Signed:** \_\_\_\_\_ **date:** \_\_\_\_\_

*This Term of Reference will be reviewed annually (and reminded whenever needed) at the first meeting of each year. A copy will be filed with the minutes locally, with the trust and also digitally online.*

## **APPENDIX 5 GOVERNOR ADVOCATE WAYS OF WORKING AND ROLE OVERVIEWS**

### **Ways of working**

Advocacy is one way that LGCs/CGCs can learn more about their school. It is the way to dig slightly deeper into what the school/s is/are doing well and understand more about the areas for development.

Governors do not monitor or evaluate; that function in Rise sits with the Director of Education and the wider team.

We recommend the following advocates;

- Safeguarding and online safety
- Special Educational Needs
- Health and Safety
- Early Years
- School advocates (CGC only)

Training and developmental networks is and will be in place to support the four specialist roles outlined above.

### **Visits**

School visits are a powerful way to understand more. Talking to staff and pupils is always illuminating and the best questions are always the 'tell me why' or 'tell me how'.

A couple of visits a year, will suffice and will ensure that leaders are not overwhelmed with visits and visitors through the year.

### **Using what is known**

Schools have a wealth of information to inform visits – internal and external performance information, pupil, staff and parent surveys with national benchmarks and notes of visit from the trust.

Any follow up on any of the information herein is powerful work, in understanding the school better.

### **Reporting**

It is expected that a visit has a short written output. This enables the full LGC/CGC to understand what has been seen and heard. This is most likely where the fine line between finding out things and making judgements is most precarious. Our training and templates highlight that reporting back what is said is the safest way to avoid slipping into monitoring mode:

- Staff told me that
- Staff explained that
- Pupils were able to tell me
- Pupils seemed a little unsure when I asked
- Leaders told me that after the autumn review they had

### **Role Overview – Early Years**

- Understands how children in the EYFS are kept safe
- Know how well pupils achieve at the end of the foundation stage
- Understands how pupils with SEND or those who are disadvantaged are supported to achieve strong outcomes

- Knows how staff develop children's personal development
- Understands how senior leaders assure themselves about what is and is not happening in the EYFS
- Knows how children are supported in the range of transitions they make over the year
- Understand the impact of the EYFS network

#### **Role Overview – Safeguarding**

- Knows what children, staff and parents say about the schools work to keep children safe (survey and visits)
- Understand what leaders have done or are doing to further develop a strong safeguarding culture
- Know what pupils know about how they can stay safe, including online
- Understands what leaders are doing, following trust reviews or survey outcomes
- Know how the planned curriculum, for example E-Safety is intended to keep children safe

#### **Role Overview – SEND**

- Understand more about how pupil's additional needs are identified
- Know what support staff want and get from the SEND lead
- Understand what additional support some pupils need and why
- Know what training and development staff receive
- Understand how SEND pupils are fully included in school life – for example in extracurricular activity
- Understand what leaders have done, following their SEND review or follow up visits

#### **Role Overview – Health and Safety**

Rise MAT assumes full responsibility as corporate body responsible as the employer under the Health and Safety at Work Act 1974.

The MAT delegates responsibilities to executive and central team staff to develop policy, monitor performance, train and support schools.

Headteachers are responsible in law for health and safety within school.

**The Local Governing Body** responsibilities for Health and safety are identified on the Rise MAT scheme of delegation.

Key Responsibilities:

- Attend the school convened H&S working party
- Work with the school's health and safety representative to make regular (termly) health and safety checks within school.
- Attend any appropriate H&S training in school as required.
- Keep LGC/CGC informed about H&S matters including concerns.
- Keep up to date with H&S legislation related to matters in school, as advised by the MAT
- Assist in reviews of H&S policy
- Ensure that suitable risk assessments are in place, that they are reviewed regularly, and actions taken swiftly to mitigate any ongoing risks identified.
- Ensure that procedures such as fire drills are carried out regularly
- Ensure that regular reports on H&S matters e.g., compliance, accidents, audits etc. are made.

LGB responsibilities for Buildings and maintenance:

- Monitors planned and approved capital works

- Monitors the impact of the strategic plan on the quality of school buildings
- Is responsible, with the Headteacher, for developing priorities for capital expenditure and large scale 'minor works' in line with the strategic plan.
- Supports the Headteacher in preparing curriculum-based business plans for capital projects.

### **Visiting the school**

In discharging their duties, advocates will be expected to visit the school in negotiation with the Headteacher, to meet with key personnel for example the property manager, school business manager or caretaker.

It is expected that governors with H&S responsibilities visit the school twice a year.

Governor Advocates may also wish to attend H&S audits or estates meetings as invited.

### **Reporting**

Governor advocates are expected to make concise records of the outcome of their visits using the proforma agreed by the LGC/CGC. These are to be presented to LGC/CGC meetings.

## APPENDIX 6 ANNUAL MEETING CYCLE

MEETING/ TERM	MEETING FOCUS	PAPERS REQUIRED
<b>1: Autumn 1</b>	Administrative Policy updates Headteacher- Context- previous year/evaluation Leadership strategy Safeguarding – KCSIE & policy Budget - Outturn and Period 1 Arrangements for H&S LGB Training	Governors register of interests. Nominations for roles KCSIE section 1 Safeguarding Policy behaviour policy School data pack Headteacher report Finance report
<b>2. Autumn 2</b>	School improvement plan Use of catch -up funding Attendance Safeguarding Finance- P2/3 Advocate reports Management of Risk	PAN (Admission number must be recorded by Feb) School Improvement plan Finance report Management of risk document Advocate reports
<b>3. Spring</b>	Headteacher report School Improvement plan update Predictions / pupil outcomes Attendance Safeguarding Finance- P4/5 Budget planning Advocate reports	Headteacher report Advocate reports Attendance data Pupil data Safeguarding report Finance report Budget plan
<b>4. Summer 1</b>	Headteacher report School Improvement Plan update Outcomes – phonics Safeguarding Finance – P7/8 H& S update Risk management update	Headteacher report Advocate reports Pupil data Safeguarding report Finance report Manage of risk document Any policies to be considered
<b>5. Summer 2</b>	Headteacher report Pupil Outcomes LGB evaluation- Chair Review of Complaints to school Safeguarding Attendance report Finance – P9/10 and approved budget Advocate reports	Headteacher report Advocate reports Pupil data Safeguarding report Attendance report Finance report Manage of risk document Chair’s report- LGB evaluation Report on complaints Any policies to be considered

APPENDIX 7 MODEL AGENDA

MEETING OF THE FULL LOCAL GOVERNING BODY OF [SCHOOL]

ON [DATE] FROM [TIME]

AGENDA

Item	Description	Reference / documents	Lead Person	TIME
1	Welcome & opening prayers		Chair	10 mins
2	Apologies for absence		Clerk	
3	Declaration of interests	<b>Ensure all declarations completed from Term 1</b>		
4	Acceptance of previous minutes	<b>Term 1 minutes</b>	Chair	
5	Matters Arising & action plan tracker		Clerk/Chair	
6	Headteacher Report	<b>To include:</b> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Safeguarding</li> </ul>	HT	30 mins
7	School Improvement Focus	<b>Plan / leadership strategy / quality assurance</b>	HT	
8	Predictions / Pupil Outcomes			
9	Safeguarding	<b>Governor Advocate (Link) Report</b>	Link Governor	20 mins
10	Finance	<b>Budget to date</b>	Link Governor / HT	
11	Health & Safety (& Risk)	<b>Governor Advocate (Link) Report</b>	Link Governor	
12	School policies		HT	
13	Governor Training & Development		Chair	
14	Rise MAT	<b>Matters to report from the Board to the LGC</b> <b>Matters to report to the Board from the LGC</b>	Chair / HT / Clerk	10 mins
15	AOB agreed as urgent			
16	Confirm date & time of next meeting			