



THE ST. BART'S
ACADEMY
TRUST



Local Governing Board Handbook

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Welcome...

...from the Chief Executive Officer St. Bart's Multi-Academy Trust

Dear Governor,

Thank you for putting your time and expertise to good use as an academy governor. Academies really could not exist without your commitment to the role.

The St. Bart's Multi-Academy Trust is still a relatively young organisation, but we're growing quickly in size and reputation. This growing recognition means others are investigating whether their academy can join us too. More academies means a greater depth of expertise and knowledge and it is our belief that sharing expertise, knowledge and resources is the best way to improving academy education across the whole MAT.

All successful academies share the presence of effective academy governance; it is a vital ingredient in the long term achievement of an academy. I hope the information contained within this handbook will be useful to you. Many of you have many years' experience as a governor and for others you are just beginning your role. The advice contained within is general guidance and an introduction to the specific ways in which LGBs within the St. Bart's MAT operate. However, this is not intended to be completely definitive.

This is just the beginning and we encourage you to share your thoughts and experiences through the St. Bart's Chair of Governors Forum so that we can continue to develop and learn from each other.

Thank you once again for your on going commitment to our academies and the educational experience our children receive.

Yours sincerely,



Mr Chris Brislen BA (Hons), MEd, PGCE, Dip Ed, NPQH
Chief Executive Officer for The St. Bart's Multi-Academy Trust
National Leader of Education

The St. Bart's Multi-Academy Trust

About this handbook

This handbook is designed to give both general advice on academy governance, and advice and information specific to the St. Bart's Multi-Academy Trust. It should be read in conjunction with the Articles of Association of the St. Bart's MAT itself, the Scheme of Delegation, and may be supplemented by guidance published from time to time by the Department of Education or Ofsted, and the NGA Code of Conduct for governance, which should be adopted by each individual LGB.

Many of you are experienced governors, leaders and staff at academies and are familiar with governance, but perhaps not with the specific requirements of being an LGB or MAT Board Member (or both). This handbook is intended as an introduction and a reference guide whatever your current role and level of experience. Inevitably, elements will state the obvious for some of you, but we hope that each of you will find some of the information useful.

The St. Bart's Multi-Academy Trust believes that effective governance should be local, taking into account knowledge of the whole academy community and therefore the delegation of responsibilities to Local Governing Boards is deliberately wide. The best outcome for governance of all of our academies will depend upon communication and collaboration, not intervention.

Mission Statement

The St. Bart's Multi-Academy Trust believes that education is preparation for life and we seek to prepare each child to face life beyond the School with confidence.

- **We aspire** to set high standards for personal behaviour and self-discipline, with courtesy, consideration and respect for other people of all ages, races and cultures.
- **We aim** to deliver exciting and quality learning experience in a safe, secure and happy environment.
- **We endeavour** to achieve high standards in every aspect of school life by making the most efficient use of all the resources available.

The St. Bart's Multi-Academy Trust is committed to improving the life chances of all children, wherever they may be. This moral obligation, our mission, does not end at the school gates, within our own Local Authorities, or even within our own country. Where St. Bart's Academies have the capacity to make a difference, they are morally bound to do so.

Core Values

Our core values are represented through the acronym: **PEACE**

Passion — We are privileged to be working in education, where we have the ability to profoundly change children's lives; this means that the stakes are incredibly high. Our aim is always to provide for the pupils of our Academies what we would want for our own children.

Encouraging — All staff have a duty and responsibility to be encouraging and supportive of each other. All our schools have a "can do" culture where excuses are never tolerated.

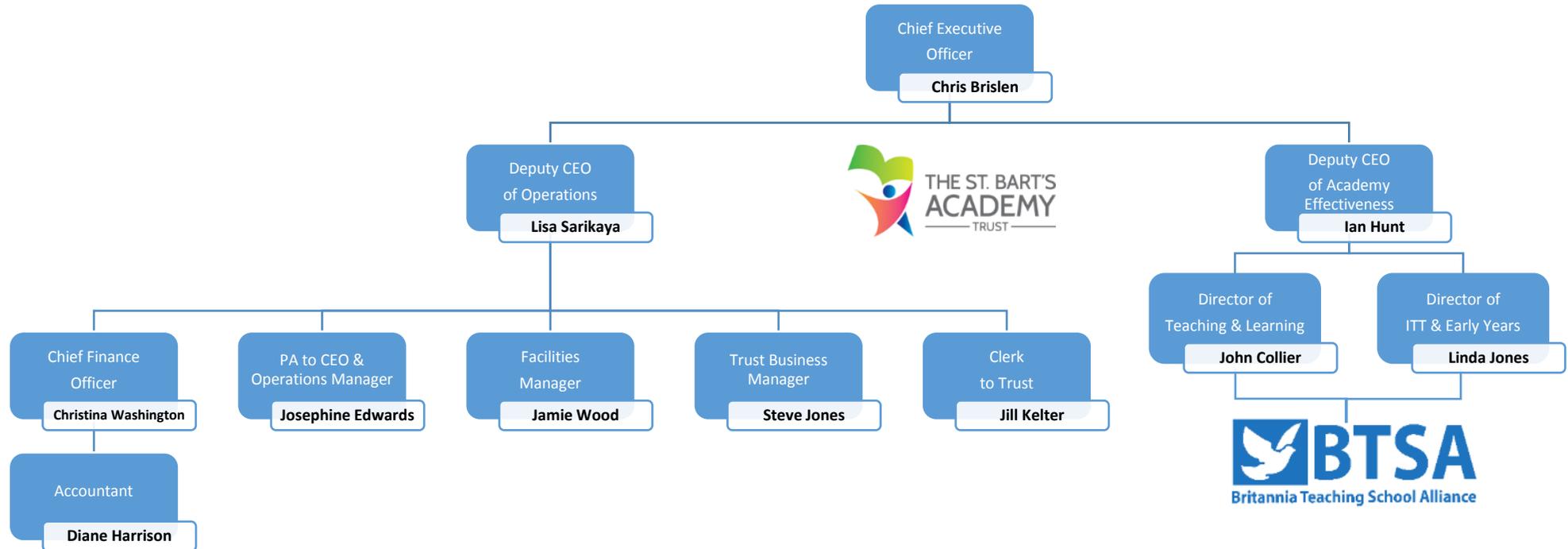
Ambition — Embodied in the Trust motto, "**Achieving schools and caring communities**". All academy members are expected to aim for excellence in their individual professional roles.

Commitment — In the best traditions of the profession all staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are paramount and guide all that we seek to do and achieve.

Enjoyment — The time children spend in education is precious. We have a responsibility to ensure that every moment a child is in a St. Bart's Academy they enjoy learning and strive hard to achieve well and fulfil their maximum potential.

We expect that all members of The St. Bart's Multi-Academy Trust respect and model these values. These values form the basis of initial discussions with all prospective employees of the St. Bart's Academies.

The St. Bart's Multi-Academy Trust Organisational Structure



The Britannia Teaching School Alliance (BTSA) operates from Belgrave St. Bartholmew's Academy, the founding school of St. Bart's Multi-Academy Trust, and provides the Continuous Professional Development (CPD), Training and School 2 School (S2S) support for the academies of the Trust.

The St. Bart's Multi-Academy Trust

Board of Directors

Christopher Brislen	Chief Executive Officer
Colin Hopkins	Lichfield Diocese
Gill Latos	Trustee – (Education)
Johnny Anderson	Chair – (Business)
Melanie Simmonds	Trustee – (Finance)
Robert Knight	Trustee – (Community)
Vacancy	Trustee – (Legal)

Central Leadership Team

Christopher Brislen	Chief Executive Officer
Ian Hunt	Director of School Effectiveness
Lisa Sarikaya	Director of School Operations

Executive Management Board

Anna Weaver	Knutton St. Mary's C of E Academy
Chris Martin	Weston Junior Academy
Christopher Brislen	Chief Executive Officer
David Jobling	St. Michael's Community Academy
Georgina Frost	Park Hall Academy
Helen Morris	Cranberry Academy
Ian Hunt	Deputy Director (S2S) - BTSA
Jill Robertson	Offley Primary Academy
John Collier	Deputy Director (CPD) - BTSA
Julie Birchall	Weston Infant Academy
Kelly Deaville	Belgrave St. Bartholomew's Academy
Linda Jones	Deputy Director (School Direct) - BTSA
Lisa Sarikaya	Belgrave St. Bartholomew's Academy
Lynn Davis	St Saviour's CofE Academy
Melanie Southern	Meir Heath Academy
Sara Goddard	Kingsland C.E. Academy
Sean Thomson	Saint Nathaniel's Academy
Sue Spence	Nantwich Primary Academy

Central Support Team

Christina Washington	Chief Finance Officer
Diane Harrison	Accountant
Jamie Wood	Facilities Manager
Jill Kelter	Clerk to Governors
Josephine Edwards	PA to the CEO of SBMAT & Director of BTSA
Steve Jones	Trust Business Manager

Trust Governance Contact

Steve Jones is the Governance contact within the Trust and can be contacted via email at sjones@sbmat.org

Clerk to Governors

Jill Kelter is the Clerk to Governors for the Trust and can be contacted via email at jkelter@sbmat.org

What is a Local Governing Board?

If you have been a governor at a school/academy before, you may be familiar with describing governors collectively as the Governing Body (GB).

Within the St. Bart's Multi-Academy Trust we describe governors collectively as the Local Governing Board (LGB).

The two school governance structures share some similarities but also feature some important differences.

The Similarities to a Governing Body

Local – A LGB within the St. Bart's Multi-Academy Trust is local to the academy and community it serves, just as a Governing Body within an academy or local authority maintained school is local to that community.

Governing – A LGB exists to provide support and scrutiny to the academy leadership as does a Governing Body.

Board – There is no legal distinction between a “body” and a “board” in school governance. However the DfE has recently published guidance encouraging members of governors to use the term “boards” in order to promote the application of business-like methods and procedures to ensure value for money and measurable success in achieving stated objectives.

The Differences to a Stand Alone Governing Body

A traditional Governing Body is the Statutory Governing Board of its school, and is itself empowered to carry out the support and scrutiny of the school leadership, and obliged to comply with legislation, and DfE and Ofsted requirements.

However things are different within the St. Bart's Multi-Academy Trust. In the MAT, the MAT Board is the statutory Governing Board of its academies, and an LGB is empowered by the MAT Board to carry out much of the governance function via the Scheme of Delegation.

Furthermore, the LGB is obliged to comply with the Scheme of Delegation in relation to its particular academy, which in turn stipulates that the LGB should comply with relevant legislation, DfE and Ofsted requirements, and refer specific decisions to the MAT Board.

It is also important to note that LGBs within the MAT are different to a single academy Governing Board. A single academy trust is typically a registered company limited by guarantee and must therefore comply with specific rules and legislations relating to Corporate Governance as well as School Governance. Academies within the MAT are not registered companies and therefore those specific procedures are the responsibility of the MAT Board and Central Support Team and not the LGB.

Local Governing Board Composition

Schools reaching agreement with the St Bart’s Multi Academy Trust about conversion to academy status accept the MAT Board of Directors as their statutory Governing Board.

The principle of the composition of LGBs contained in the Model Scheme of Delegation is that there will always be a majority of members appointed directly by the MAT, over the total of those elected by parents, the Principal/Headteacher. (It is usual for all non elected members to be “De facto” MAT appointments by default).

The MAT is committed to the local governance of its member academies and, where consistent with best governance practice, aims to appoint LGBs that reflect the successful practices of the predecessor Governing Board. As academies elect to join the MAT, they may wish to retain a pattern of governance resembling, or identical with, their current composition. The MAT will attempt to meet these requirements by appointing current members of the Governing Board wishing to serve on the new LGB.

The MAT Board of Directors will ultimately be accountable and responsible for the performance of academies in the MAT. The MAT can agree to delegate as much or as little authority to the LGB of an academy as appropriate under its scheme of delegation.

This allows it to decide where power should sit according to the individual circumstances of the academy.

In appointing members of the LGB, the MAT will usually adhere to the model detailed below. However, there may occasionally be exceptions approved by the MAT itself.

Directly Appointed by MAT	Elected Parents	Principal/ Headteacher	TOTAL
Up to 9	2	1	12

The Effective Local Governing Board

The Local Governing Board is a strategic Board that always has the best interests of the academy and the local community at heart. The Department for Education is clear that its three core functions are:

- a. Ensuring clarity of vision, ethos and **strategic direction**;
- b. **Holding the Principal to account** for the educational performance of the academy and its pupils; and
- c. **Scrutinising the financial performance** of the academy and making sure its money is well spent.

These functions should be fulfilled in partnership with the MAT, with specific reference to the details contained in your academy's Scheme of Delegation.

Strategic Direction

Setting the strategic direction of an academy involves a number of things:

- Developing and reviewing the long-term vision for the academy;
- Agreeing priorities, aims and objectives;
- Signing off policies, plans and targets for achieving them;
- Checking regularly on progress;
- Reviewing the strategic framework regularly;
- Preserving and developing the religious character of the academy;
- Ensuring the academy is conducted in accordance with the academy's founding documents, the ethos statement of the MAT and the mission statement of the academy.

Holding the Principal to Account

Holding the Principal to account involves:

- Asking the right questions of the academy's professional leadership, including questions about the progress and attainment of the pupils, the quality of teaching and the pupils' wellbeing;
- Receiving and exploring all the appropriate data available on the academy's performance in pupil learning and progress; pupil applications, admissions, attendance and exclusions; staff absence, recruitment, retention, morale and performance; the quality of teaching;
- Comparing the academy's performance with other local or similar schools against a range of performance measures;
- Comparing the performance of different groups of pupils with a focus to ensure Pupil Premium funding is used effectively to narrow any gaps in performance.
- Checking how the academy spends its money compared with other schools of similar size;
- Receiving information about the staff of the academy, their numbers, their average salaries, and the ratio of staff to pupils;
- Being familiar with RAISE online and any other performance data on the academy available; and
- Visiting the academy purposefully.

Scrutinising the Financial Performance

Scrutinising the financial performance of an academy will involve:

- Ensuring resources are allocated in line with the academy's priorities;
- Ensuring full and efficient use of all the academy's assets;
- Ensuring resources are procured more cost effectively or achieving outcomes at a lower per-pupil cost; and
- Ensuring best value for money from the budget.

This is by no means an exhaustive list and each academy will emphasise some aspects over others, depending on the academy's needs at any particular time. Much more information on LGB functions can be found in the latest edition of the DfE Governors' Handbook, and the Pre-inspection Checklist in this document.

Visit this website for the DfE Governors' Handbook:

<https://www.gov.uk/government/publications/governance-handbook>

Working with the MAT

The MAT Board of Directors and LGBs work closely together. LGB Chairs meet regularly with each other and with the MAT's Chief Executive Officer and Chief Finance Officer.

LGBs are required to submit reports/minutes to the MAT giving details and data on standards in their academy, and reporting on activity and ways in which they have supported and challenged their academy leadership. The MAT will provide Governor Newsletters regularly, reporting on MAT Board meetings and inviting feedback on new proposals. Each academy will be assigned a MAT Representative who will attend LGB meetings at least once per year. Minutes of LGB meetings will be sent to the MAT, and MAT Directors will have access to them. Annual Budget Plans will be submitted to and discussed with the Central Support Team and CEO prior to approval.

Please note, any MAT Director may attend any LGB meeting.

Code of Conduct

Being a member of a LGB is an important responsibility. We understand that at times it will be challenging but ultimately we hope that it will be rewarding. The St. Bart's Multi-Academy Trust aims for the highest possible standards from all of its LGB members and expects every member to abide by the following Code of Conduct:

1	No governor has individual authority or power by being a member of the Local Governing Board (LGB), unless it has specifically been delegated; only the LGB as a whole can take actions or decisions in accordance with the scheme of delegation, unless agreed otherwise and formally minuted.
2	No governor should use his or her position to gain advantage in other relationships with the academy or community (e.g. as a teacher, employee, or parent).
3	The LGB recognises that it administers a public Board funded by local and national taxation. It therefore recognises the need to ensure that its proceedings are open to public scrutiny. Minutes of the most recent LGB and committee meetings will be displayed in a public part of the academy, and requests to observe meetings will be considered with regard to the importance of the accountability of the LGB to the local community (while recognising the need to retain confidentiality where individuals are under discussion).
4	All governors, however appointed or elected, recognise that they are individually accountable to certain bodies or constituencies. All governors, therefore, have a duty to consider the significance of LGB discussions and decisions during their appointment. Elected governors undertake to report to their elective bodies regularly, and to initiate methods of gathering views on matters likely to be brought before the LGB, where these are of a general nature or interest connected with the welfare of the academy. Appointed governors will consider ways in which the reason for their appointment may be reflected in their contributions.
5	No governor may be mandated by his or her elective or appointing board under any circumstances, although (s)he should report any views expressed by members of that board.
6	All governors are of equal standing, unless specifically delegated.
7	All governors are appointed, and should act, for the good of the academy, whatever their constituency.
8	Many governors have other relationships with the academy, such as employee or parent. They should be particularly careful to ensure that these relationships are conducted in a proper and ethical manner, and that their standing as a governor is not compromised or open to misinterpretation.
9	Governors will attend meetings punctually and be well prepared as far as possible, having read supporting material and considered the contributions they may make on agenda items.

10	Governors will not use any material learned at meetings for other purposes, and no item designated as confidential will be discussed outside the LGB.
11	Governors accept corporate responsibility for the decisions of the LGB.
12	Governors will treat other governors, staff, children, parents and anyone else they may come into contact with in the course of their work with respect. There will be no behaviour in the workplace which might be seen as bullying, victimisation or harassment.
13	Governors will consider what individual skills, personal qualities and knowledge they possess, and put them to use for the good of the academy. They will be prepared to engage in appropriate continuing professional development throughout their period of office.

The 7 Principles of Public Life

Anyone in a governance role is required to comply with the 7 principles of public life. These apply to anyone who works as a public office-holder. This includes people who are elected or appointed to public office, nationally and locally.

They were first set out by Lord Nolan in 1995 and are included in the Ministerial code.

Selflessness	Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families 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 influence them in the performance of their official duties.
Objectivity	In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
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 they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.
Honesty	Holders of public office have a duty to declare any private interest relating to their public office duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
Leadership	Holders of public office should promote and support these principles by leadership and example.

Declaration of Interests

All governors (and staff) should promptly declare any business interest and these declarations should be included in the Register of Business and Pecuniary Interests.

This register should be referred to prior to the commencement of contracting procedures for all contracts and/or tenders. All potential conflicts of interests should be identified and any governor or staff with any potential conflict should distance themselves from any decisions.

The award of any contract that may benefit staff, governors, or their immediate family should be formally minuted by governors to ensure transparency.

Role of the Chair of the LGB

The Chair of the LGB plays a significant role in the governance of the academy and its relationship with the MAT. It is therefore important that someone with the right skills and knowledge is appointed to the position. The LGB may make a recommendation to the MAT for the Chairmanship of the Board, but final approval rests with the CEO acting on behalf of the MAT.

The Chair of Governors is responsible for the academy governors and must take on specific tasks.

The key responsibilities are to:

- To ensure the business of the Governing Board is conducted properly, in accordance with legal and St. Bart's Multi-Academy Trust delegation requirements;
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making;
- To establish and foster an effective relationship with the Principal based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the Governing Board acts as a sounding board to the Principal and provides strategic direction.

Disqualification – the Principal, Staff Governors, Pupils, Staff Members.

Role of the Chair of a Committee

- To ensure the business of the Committee is conducted properly, in accordance with legal requirements;
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.

Disqualification – none.

Role of the Vice-Chair

The Vice-Chair of the LGB also plays a significant role in the governance of the academy. It is therefore important that someone with the right skills and knowledge is appointed to the position.

The Vice-Chair of Governors must take on specific tasks.

The key responsibilities are to:

- Support the chair in the conduct of meetings;
- Check that decisions taken by the LGB are enacted;
- Ensure governors' participation in and between meetings;
- Welcome and induct new governors;
- Ensure that committees and working parties are working effectively and to their terms of reference;
- Stand in for the chair when necessary;
- Listen and be a critical friend to the chair;
- With the Chair of Governors, coordinate the LGB role and response during inspection;
- Monitor the work of the LGB; and
- Represent the academy at public events and parents' meetings.

Role of the Clerk to the LGB

The Clerk to the LGB plays a key role in governor involvement, academy improvement, and accountability. Working closely with the Chair of Governors, the Clerk's role is crucial in order to ensure the LGB works effectively and appropriately.

The key responsibilities are to:

- To work effectively with the Chair of Governors, the other Governors and the Principal to support the Governing Board;
- To advise the Governing Board on Constitutional and Procedural Matters, duties and powers;
- To convene meetings of the Governing Board;
- To attend meetings of the Governing Board and ensure minutes are taken;
- To maintain a register of members of the Governing Board and report vacancies to the Governing Board;
- To give and receive notices in accordance with relevant regulations;
- To perform such other functions as may be determined by the Governing Board from time to time;

Disqualification – Governors, Associate Members, the Principal.

Visiting an Academy

From time to time governors will be required to visit an academy. However, this should be conducted in line with specific protocols and academy policies.

The major purpose of visiting an academy is to observe and explore the impact and effectiveness of the policies and procedures the academy has in place. It is not judgemental and the observations you make should enable you as a governor to do your job to a higher standard.

Academies are busy workplaces and nobody should expect to just turn up, be shown around or wander around on their own – however informal your relationship with the staff. Governors have no automatic right to visit the academy. They only do so on invitation or by a decision taken by the LGB and always within the terms of the academy's Visiting Policy.

As a governor, you must ensure the visit fits in with the needs of the academy and its pupils.

What Must an Academy Visit be?

Academy visits by governors are always:

- Arranged in advance;
- For an agreed length of time;
- For an explicit and agreed purpose, which the people you are visiting know of in advance;
- Well prepared beforehand;
- Have an agreed outcome;
- Contribute to the monitoring role of the LGB (not of the individual governor); and
- To show teachers, parents and children that we are interested in what the academy is doing.

If you find that your visit, no matter how well intentioned it may be, does not tick the points highlighted above, please consider rescheduling the visit until such a time when all of the points above can be adhered to.

Governors visit the academy to learn about its ways of doing things, not to make judgments.

Further information

Further information on the roles and duties of governing boards along with advice on the skills, knowledge and behaviours they need to be effective can be found by visiting:

<https://www.gov.uk/government/publications/governance-handbook>

The '**Governance handbook**' explains:

- governing boards' roles and functions
- their legal duties
- where they can find support
- the main features of effective governance

The '**Competency framework for governance**' sets out the skills, knowledge and behaviours that school and academy governing boards need to be effective.

Glossary of Terms

The world of academy governance is full of acronyms, jargon and specialised language. To help you navigate the education vernacular, we have put together the following list of terms that you may find helpful. This list will be updated annually.

TERM	MEANING
AA	Attendance Allowance
ACA	Area Cost Adjustment - used to adjust funding formula to cater for local needs e.g. relative wages
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AfL	Assessment for Learning
AGM	Annual General Meeting
AGOG	Advisory Group on Governance
AHT	Assistant Head Teacher
AN	Admission Number
AP	Alternative Provision (e.g. a PRU)
APP	Assessing Pupil Progress
APS	Average points score
AR	Annual review
ARE	Age Related Expectations
ASIP	Additional Support and Intervention Plan
Associate Member	Appointed by the governors, may sit on committees but is not a voting governor at the Full GB meeting
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit
Benchmarking	Comparing progress made with other successful schools
BESD	Behavioural Emotional and Social Difficulties
BPPE	Basic Per Pupil Entitlement
BSF	Building Schools for the Future
BVP	Best Value Policy or Plan
C2G	Clerk to Governors
CAA	Comprehensive Area Assessment
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CDT	Craft, Design and Technology

TERM	MEANING
CEO	Chief Executive Officer
CFC	Cared for Children (also known as Looked After Children)
CFF	Common Funding Formula
CFO	Chief Finance Officer
CFR	Consistent Financial Reporting
ciC	Children in Care
CIRT	Critical Incident Response Team
CLLD	Communication Language and Literacy Development
CofE	Church of England
COGS	Co-ordinators of Governor Services
Community Governor	Appointed by Governors of Academies
COO	Chief Operations Officer
Co-opted Governor	Co-opted Governor
COSHH	Control of Substances Hazardous to Health
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CRB	Criminal Records Bureau (now DBS)
CSA	Child Support Agency
CVA	Contextual Value Added
CYPP	Children and Young Peoples Plan
DBS	Disclosure and Barring Service
DCPO	Designated Child Protection Officer
DCSF	Department of Children, Schools and Families (now DfE)
Devolved Capital	Funds available to schools for capital items of expenditure
DfE	Department for Education (since May 2010)
DfES	Department for Education and Skills (now DfE)
DFC	Devolved Formula Capital
DHT	Deputy Headteacher
DMS	Designated Member of Staff (re child protection) or Data Management System
DNA	Did not attend
DPA	Data Protection Act

TERM	MEANING
DSG	Dedicated School Grant
DT	Design and Technology
E2L	English as a Second Language
EAL	English as an Additional Language
EBacc	English Baccalaureate
EBD	Emotional and Behavioural Difficulties
ECAR	Every Child A Reader
ECAT	Every Child A Talker
ECAW	Every Child a Writer
ECM	Every Child Matters
Ed. Psych.	Educational Psychologist
EDT	Emergency Duty Team
EHCP	Education, Health and Care Plans (replacing statement of SEN from Sept. 2014)
EHE	Electively Home Educated
EHT	Executive Headteacher
EIP	Education Improvement Partnership
EFA	Education Funding Agency
EMA	Education Maintenance Allowance
EOTAS	Education Other Than At School
ESG	Education Services Grant
EWO	Education Welfare Officer
EWS	Education Welfare Service
EY	Early Years
Ex. Officio	By virtue of or because of an office
Exclusion	Fixed Term or permanent barring of a pupil from school
EYCS	Early Years and Childcare Service
EYFS	Early Years Foundation Stage
EYDP	Early Years Development Plan
FE	Further Education
FFT	Fischer Family Trust
FGB	Full Governing Board
FOI	Freedom of Information
Foundation Governor	A Governor appointed by the foundation Body of a Voluntary
FMSiS	Financial Management Standard in Schools (now SFVS)

TERM	MEANING
FMS	Financial Management System
FS	Foundation Stage
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion or Full-time Equivalent
G&T	Gifted and Talented
GAG	General Annual Grant – main funding per pupil for academies
GB	Governing Board (or Body)
GCSE	General Certificate of Secondary Education
GMB	A public service union
GSU	Governor Support Unit
GTC	General Teaching Council
GTP	Graduate Teacher Programme
H&S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate / Inspector
HMSO	Her Majesty's Stationery Office (now TSO)
HoD	Head of Department
HoS	Head of School
HoY	Head of Year
HR	Human Resources
HSE	Health, Safety and Environment
HSE	Head of School Effectiveness
HT	Headteacher
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
iiP	Investors in People
Inclusion	Good practice in including pupils with Special Educational Needs
INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISA	Independent Safeguarding Authority (now DBS)

TERM	MEANING
ISB	Individual School Budget
ISPSB	Individually Statemented Pupil Support Budget
ISR	Individual School Range (of salaries)
IT	Information Technology
ITT	Initial Teacher Training
JD	Job Description
KPI	Key Performance Indicator
KS1, 2, 3, 4	Key Stage 1, 2, 3, 4 (KS1 age 5 – 7 “Infants”, KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 -16)
L&M	Leadership & Management
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LACSEG	Local Authority Special Equivalent Grant – paid to academies to cover equivalent LA maintained schools general shared costs.
LGB	Local Governing Board – within a Trust
LADO	Local Authority Designated Officer
LEA	Local Education Authority
LGPS	Local Government Pension Scheme
LMS	Local Management of Schools
LSA	Learning Support Assistant
LSC	Learning and Skills Council
LSCB	Local Safeguarding Children’s Board
MAC	Multi Academy Company
MAT	Multi Academy Trust
Merit	Medical PRU (Pupil Referral Unit)
MFA	Master Funding Agreement – General agreement between EFA and Academy/Trust/MAT
MFL	Modern Foreign Language
MIFP	Manual of Internal Financial Procedures
NAHT	National Association of Headteachers
NASBM	National Association of School Business Management
NC	National Curriculum
NCTL	National College for Teaching and Leadership
NEET	Not in Education, Employment or Training
NFA	No Further Action

TERM	MEANING
NGA	National Governors' Association
NGC	National Governors Council
NGfL	National Grid for Learning
NI	National Insurance
NOR	Number (of pupils) on Roll
NPQG	National Professional Qualifications for Headship
NQT	Newly Qualified Teacher
NSC	National Schools Commissioner
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
OFSTED	Office for Standards in Education
PACE	Police and Criminal Evidence Act
PAN	Published Admission Number
Parent Governor	Elected by Parents to sit on the Governing Board
PAT	Pupil Achievement Tracker
PDR	Performance Development Review
PE	Physical Education
PEP	Personal Education Plan
PFI	Private Finance Initiative
PGCE	Post Graduate Certificate of Education
PI	Performance Indicator
PICSI	Pre-Inspection Context and School Indicators
PLASC	Pupil Level Annual School Census (now School Census)
PM	Performance Management (or Provision Map)
POAP	Post Ofsted Action Plan
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSA	Public Service Agreement
PSCHE	Personal, Social, Citizenship and Health Education
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
PT	Part-time

TERM	MEANING
PTA	Parent Teacher Association
PTR	Pupil to Teacher Ratio
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status
Quorum	The number of Governors that need to be present if proceedings are to be valid
R&R	Recruitment and Retention
RAG	Red, Amber, Green
RAISEonline / ROL	Reporting and Analysis for Improvement through School Self-Evaluation (online)
RAP	Raising Attainment Plan
RC	Roman Catholic
RE	Religious Education
REACH	Pupil Referral Unit for Pupils at Key Stage 3 & 4
RFO	Responsible Finance Officer
ROV	Record of Visit
RSC	Regional Schools Commissioner
RSE	Relationship and Sex Education
SA	School Action
SA+	School Action Plus
SACRE	Standing Advisory Council on Religious Education
SBM	School Business Manager
SBSA	Schools' Business Support Agreement (see also SLA)
SDP	School Development Plan (see also SSDP and SIP)
SEAL	Social and Emotional Aspects of Learning
Section 188 Notice	Notification of a proposed reduction in staffing.
SEF	Self Evaluation Form
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENSS	SEN specialist services
SELT	Southern Educational Leadership Trust
SFA	Supplementary Funding Agreement – Specifics of agreement between EFA and individual Academy/Trust/ MAT
SFVS	Schools Financial Value Standard

TERM	MEANING
SGfL	Stoke Grid for Learning
SGOSS	School Governors One Stop Shop
SI	Statutory Instrument
SIC	Statement of Internal Control
SIP	School Improvement Partner or School Improvement Plan
SLA	Service Level Agreement (see also SBSA)
SLT	Senior Leadership Team
SMT	Senior Management Team
SMSC	Spiritual, Moral, Social and Cultural
SOD	Scheme of Delegation
SPAG	Spelling, Punctuation and Grammar
SpLD	Specific Learning Difficulties
Sponsor Governor	A person appointed by a Governing Body
SS	Social Services
SSDP	Strategic School Development Plan (See also SDP and SIP)
SSG	School Standards Grant
Staff Governor	Elected from the staff in the school
STEM	Science, Technology, Engineering and Mathematics
STPDC	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TDA	Training and Development Agency
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement
TLG	Training Liaison Governor, also known in some LA's as Link Governors for Training and Development
TPS	Teachers' Pension Scheme
TUPE	Transfer of Undertaking Protection of Employment
UNISON	Combined union of public service employees
UPN	Unique Pupil Number
UPS	Upper Pay Spine (Teachers)
UT	Umbrella Trust
VAK	Visual Auditory and Kinaesthetic
VA	Voluntary Aided
VC	Voluntary Controlled
VfM	Value for Money

TERM	MEANING
VI	Visually Impaired
Virement	Transfer of money from one heading to another in a financial budget
VLE	Virtual Learning Environment
Y5	Year 5 (ie 9 and 10 year olds)
YOT	Youth Offending Team

Appendix 1

The Local Governing Board

The Local Governing Board needs to take a strategic role, act as a critical friend to the Academy and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities.

Terms of Reference:

- **To agree constitutional matters***, including procedures where the Local Governing Board has discretion.
- To recruit new members as vacancies arise and **to appoint new governors*** where appropriate.
- **To hold at least three Governing Board meetings a year*.**
- **To appoint or remove the Chair and Vice Chair*.**
- **To appoint or remove a Clerk to the Governing Board*.**
- **To establish the committees of the Governing Board and their terms of reference*.**
- To appoint the Chair of any committee (if not delegated to the committee itself).
- **To appoint or remove a Clerk to each committee*.**
- **To suspend a governor*.**
- **To decide which functions of the Governing Board will be delegated to committees, groups and individuals*.**
- **To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Board is necessary*.**
- To agree the first formal budget plan of the financial year.
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate.
- **To review the delegation arrangements annually*.**
- Any items which individual governing boards may wish to include.

***These matters cannot be delegated to either a committee or an individual and must be referred to the CEO for confirmation.**

Hearings Committee

Terms of reference:

- To make any determination to dismiss any member of staff (unless delegated to the Principal).
- **To make any decisions under the Governing Board’s personnel procedures e.g. disciplinary, grievance, capability. Where the Principal is the subject of the action this should be referred to the MAT*.**
- To make any decisions relating to any member of staff other than the Principal, under the Governing Board’s personnel procedures (unless delegated to the Principal).
- To make any determination or decision under the Governing Board’s General Complaints Procedure for Parents and others.
- To make any determination or decision under the Governing Board’s Curriculum Complaints Procedure, in respect of National Curriculum disapplications, and the operation of the Governing Board’s charging policy:
- *Additional items which individual Governing Bodies may wish to include.*

***cannot be delegated to an individual and must be referred to the CEO/MAT for confirmation. No decision to dismiss a member of staff can be made without MAT authorisation.**

Membership – not less than 3 members of the Governing Board.
 – at least one member appointed by the MAT.

(NB. The number appointed to this committee directly affects the number required for an Appeal Committee).

Disqualification – The Principal.

(It is suggested that only experienced governors be appointed to this committee and that the Chair of Governors, due to probable prior knowledge, should not be a member).

These terms of reference agreed by the Governing Board		Date / /	
Name of Governor	Date Appointed to the Committee		
	<i>(reserve)</i>		
Chair of the Committee			
Clerk to the Committee			
Quorum (minimum of 3, committee can determine higher number)			
Date Committee established		Date of review:	

Appeals Committee

Terms of reference:

- To consider any appeal against a decision to dismiss a member of staff made by the Hearings Committee*.
- To consider any appeal against a decision short of dismissal under the Governing Board's personnel procedures e.g. disciplinary, grievance, capability*.
- To consider any appeal against selection for redundancy*.
- Any items which individual governing bodies may wish to include.

*cannot be delegated to an individual.

Membership – no fewer members than the Hearings Committee.
– at least one member appointed by the MAT.

Disqualification – The Principal.
– Any members of the Hearings Committee.

(It is suggested that only experienced governors be appointed to this committee and that the Chair of Governors, due to probable prior knowledge, should not be a member).

These terms of reference agreed by the Governing Board	Date / /
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Name of Governor	Date Appointed to the Committee
(reserve)	

Chair of the Committee	
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Clerk to the Committee	
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Quorum (minimum of 3, committee can determine higher number)	
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Date Committee established	/ /	Date of review:	/ /
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Pupil Discipline Committee

Terms of reference:

- To consider representations from parents in the case of exclusions of 5 days or less (*Committee may not re-instate*).
- To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (*meeting to be held between 6th and 50th school days after receiving notice of the exclusion*).
- To consider the appropriateness of any permanent exclusion or any exclusion where one or more fixed period exclusions total more than 15 school days in one term or where a pupil is denied the chance to take a public examination (*meeting to be held between 6th and 15th school days after receiving notice of the exclusion*).
- To ensure that the guidance contained in the 'Improving Attendance and Behaviour' document is practised in the school, with specific reference to the role assigned to the Governing Board.
- To review the Academy Behaviour and Discipline Policy, and make recommendations on changes to the Governing Board or relevant committee.
- *Any items which individual governing bodies may wish to include.*

Membership – 3 or 5

NB. The Governing Board may nominate a pool of governors from which three or five will serve as the Discipline Committee to consider particular exclusions. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at the hearing. If, through non-attendance of a governor, four members consider an exclusion, the chair has the casting vote.

Disqualification – The Principal.
Any Governor with prior knowledge of the pupil or the incident.

(It is suggested that neither the Chairman of Governors nor a member of staff, due to probable prior knowledge, should be a member).

These terms of reference agreed by the Governing Board	Date / /
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Name of Governor	Date Appointed to the Committee

Chair of the Committee	
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Clerk to the Committee	
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Quorum	3
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Date Committee established	/ /	Date of review:	/ /
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Standards, Policy and Curriculum Committee

Terms of reference:

- To consider and advise the governing Board on standards and other matters relating to the academy’s curriculum, including statutory requirements, the Academy’s Curriculum Policy and recommendations by the MAT.
- To consider curricular issues which have implications for Finance and Personnel decisions and to make recommendations to the relevant committees or the Governing Board.
- To make arrangements for the Governing Board to be represented at School Improvement discussions with the MAT and for reports to be received by the Governing Board.
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, e.g. SEN, Literacy, Numeracy. To receive regular reports from them and advise the Governing Board.
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator.
- *Additional items which individual Governing Bodies may wish to include.*

These terms of reference agreed by the Governing Board	Date / /
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Name of Governor/Associate Member	G/AM	Date Appointed to the Committee

Chair of the Committee	
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Clerk to the Committee	
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Quorum (minimum of 3, committee can determine higher number)	
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Date Committee established	/ /	Date of review:	/ /
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Strategic Development Committee

Finance Terms of reference:

- In consultation with the MAT CFO and Principal, to draft the first formal budget plan of the financial year.
- To establish and maintain an up to date 3 year financial plan.
- To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Board and CFO.
- To ensure that the academy operates within the Financial Regulations of the EFA.
- To monitor expenditure of all voluntary funds kept on behalf of the Governing Board.
- To annually review charges and remissions policies and expenses policies.
- To make decisions in respect of service agreements in partnership with the MAT CFO.
- To make recommendations on expenditure following consultation with other committees
- To ensure, as far as is practical, that Health and Safety issues are appropriately prioritised in conjunction with the MAT H&S Officer.
- To consider whether sufficient funds are available for pay increments as recommended by the Principal and CEO.
- *Additional items which individual Governing Bodies may wish to include.*

Premises Terms of reference:

- To advise the Governing Board on priorities, including Health and Safety, for the maintenance and development of the academy's premises.
- To oversee arrangements for repairs and maintenance.
- To make recommendations to the Finance Committee on premises-related expenditure.
- In consultation with the Principal and the Finance Committee, to oversee premises-related funding bids.
- To oversee arrangements, including Health and Safety, for the use of academy premises by outside users, subject to governing Board policy.
- To establish and keep under review a Building Development Plan.
- To establish and keep under review an Accessibility plan.
- *Additional items which individual Governing Bodies may wish to include.*

Personnel Terms of reference:

- To draft and keep under review the staffing structure in consultation with the Principal and the Finance Committee.
- To establish a Salary Policy for all categories of staff and to be responsible for its administration and review.
- To oversee the appointment procedure for all staff except for Principal and Vice Principal which should be referred to the CEO.
- To establish and review a Performance Management policy for all staff*.
- To oversee the process leading to staff reductions.
- To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence.
- To make recommendations on personnel related expenditure to the Finance Committee.
- To consider any appeal against a decision on pay grading or pay awards.
- *Additional items which individual Governing Bodies may wish to include.*

Disqualification –

Any relevant person employed to work at the academy other than as the Principal, when the subject for consideration is the pay or performance review of any person employed to work at the academy*.

*in partnership with the MAT.

These terms of reference agreed by the Governing Board		Date / /	
Name of Governor/Associate Member	G/AM	Date Appointed to the Committee	
Chair of the Committee			
Clerk to the Committee			
Quorum (minimum of 3, committee can determine higher number)			
Date Committee established	/ /	Date of review:	/ /

Principal's Performance Review Group

Terms of reference:

- To arrange to meet with the MAT Adviser and CEO to discuss the Principal's performance targets.
- To decide, with the support of the MAT Adviser, whether the targets have been met and to set new targets annually.
- To monitor through the year the performance of the Principal against the targets.
- To make recommendations to the Finance Committee in respect of awards for the successful meeting of targets set.
- *Additional items which individual Governing Bodies may wish to include.*

Membership – The Chair of Governors, the CEO of the MAT and up to 1 more MAT appointed member*.

* this member may be drawn from the LGB at the discretion of the CEO.

Disqualification – The Principal and Staff Governors.

These terms of reference agreed by the Governing Board	Date / /
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Name of Governor	Date Appointed to the Group

Chair of the Group	
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Review Officer	
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Quorum (minimum of 2 suggested)	
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Date Group established	/ /	Date of review:	/ /
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Delegation of Responsibility to Individuals

Any individual to whom responsibility has been delegated is expected to work within the following terms of reference.

Terms of reference:

- To liaise with the appropriate member(s) of staff.
- To visit the academy with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the Academy.
- To regularly report to the Governing Board, the Curriculum Committee or the Steering Group, whichever the Governing Board deems most appropriate, on developments and progress within their area of responsibility.
- To raise the profile of the area of responsibility when related matters are considered by the Governing Board.
- To attend training as appropriate .
- Any items which individual governing bodies may wish to include.

Disqualification – The following functions **CANNOT** be delegated to an **individual**:

Functions relating to:

- ❖ The alteration, closure or change of category of maintained schools.
- ❖ The approval of the first formal budget plan of the financial year.
- ❖ Academy discipline policies.
- ❖ Exclusions of pupils (except in an emergency when the chair has the power to exercise these functions).
- ❖ Admissions.

Area Of Responsibility	Name of Governor	Liaising with	Reporting to

These terms of reference agreed by the Governing Board	Date / /
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Date Delegation Agreed	/ /	Date of review:	/ /
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THE ST. BART'S
ACADEMY
TRUST



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