

School Boards

Arrangements for 2024-25

Approved by:	Board of Trustees
Approved on:	19 th July 2024
Operational from:	1 September 2024
Next Review date:	Summer 2025 for 2025-26 academic year
Responsibility for review:	Chief Executive and Chair of Trustees in discussion with the Chair and Vice Chair Group

The Pioneer Academy (TPA) uses the terms:

- Members to describe individuals who have the right to vote at General Meetings held in accordance with the Articles of Association;
- Trustees to describe individuals who have the right to vote at Board meetings and who are registered as Directors at Companies House;
- Governors to describe individuals who have the right to vote at School Board meetings;
- Chief Executive (CEO) to describe the individual who leads the management of the academy trust and who is the Accounting Officer;
- Regional Director to describe the individual who supports a group of schools within TPA and line manages the Headteachers within that region; and
- Headteacher to describe the individual who leads the management of a school(s) within TPA.

Contents

Contents	2
1. Vision and expectations of The Pioneer Academy (TPA).....	3
2. Legal framework and government policy	3
3. Overview of TPA governance structures.....	4
4. Vision and philosophy of school oversight	4
5. Composition of School Boards.....	5
6. Terms of Reference for School Boards.....	6
7. Lead Governor roles	7
8. Understanding the views of the school community.....	7
9. Annual Schedule of meetings	8
10. Range of skills and experience	9
11. Recruitment and appointment of Governors.....	9
12. Departure of a Governor	10
13. Background documents / further information	Error! Bookmark not defined.
Appendix 1: Role Description: Governor.....	12
Appendix 2: Role Description for Chair of School Board	14
Appendix 3: Role Description for Vice Chair of School Board	15
Appendix 4: Role Description for Safeguarding Governor (Safe)	16
Appendix 5: Role Description for Inclusion Governor (Happy)	17
Appendix 6: Role Description for Attainment and Progress Governor (Learning).....	18
Appendix 7: Role Description for School Development Plan priority area focus	19
Appendix 8: Ofsted ParentView questions	20
Appendix 9: Example staff questionnaire	21

1. Vision and expectations of The Pioneer Academy (TPA)

The vision of The Pioneer Academy (TPA) is:

“We put children at the forefront, pioneering excellence and championing each and every child.”

Our expectations are:

Safe:

- Schools are safe and secure
- Safeguarding culture is effective and robust
- Similarities and differences are celebrated; everyone thrives and flourishes

Happy:

- Happy pupils and staff are positive and succeed in a supportive environment
- Having a culture of wellbeing for all is strong
- High standards of attendance and enjoyment are outcomes of an inclusive TPA school

Learning:

- Learning is achieved by the successful sequencing of memorable experiences
- Learners are engaged, resilient and enthusiastic
- Learning outcomes are ambitious due to knowledgeable and effective teaching

2. Legal framework and government policy

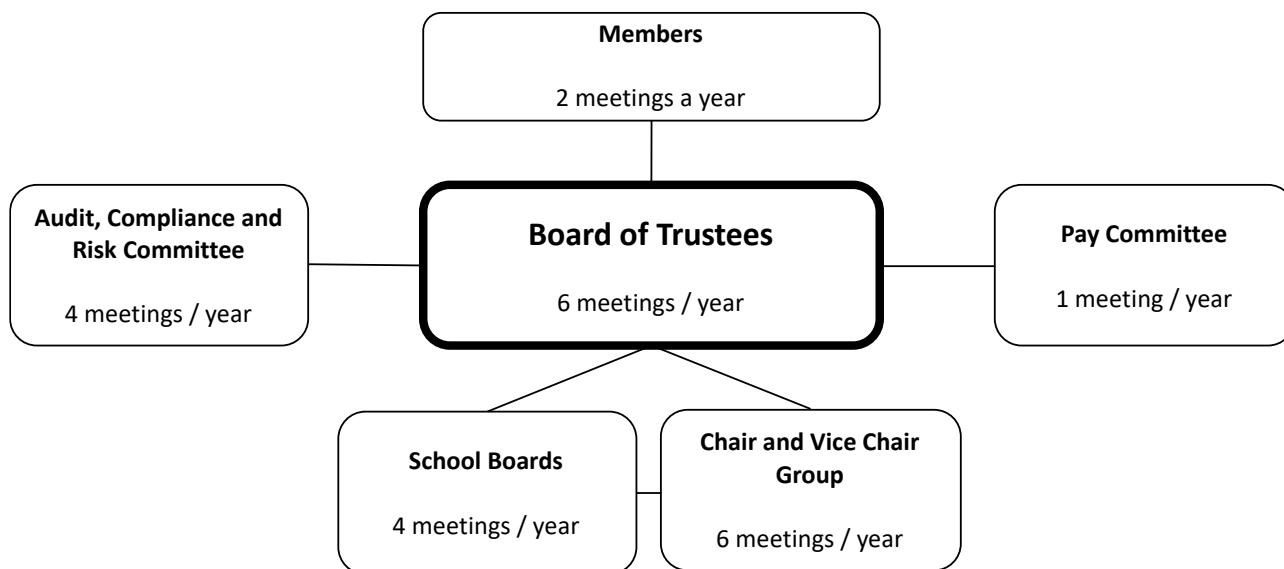
TPA is a charitable company limited by guarantee. It is therefore subject to charity and company law, and to laws that affect all organisations (such as Health and Safety and employment law). As a charitable company that runs state-funded education, it is also subject (either directly from legislation or through Funding Agreements) to various pieces of legislation relating to education and children and young people (including safeguarding). The Board of Trustees is the legal Governing Body / accountable body for all schools within TPA.

The Trustees of TPA are subject to the duties of trustees under charity law and of directors under company law.

The charitable Object of TPA is “to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum” (Article 4 of the Articles of Association).

3. Overview of TPA governance structures

The TPA governance structure is summarised in the following diagram.



The minimum schedule of meetings is:

Autumn term	Spring term	Summer term
School Board 1 Board 1	School Board 2 Board 3 Members	Board 4 School Board 3
Half-term		
Board 2		Board 5 School Board 4 Board 6

Second Member meeting to either be in Autumn 1 or Summer 2.

4. Vision and philosophy of school oversight

Primary schools are central to their community, and local governance enables the school to both be influenced by and be accountable to that community.

Within a multi-academy trust such as TPA, school leaders receive professional support and challenge through the trust’s executive team, central staff and the School Board.

School Boards are to support and challenge the Headteacher regarding:

- School vision and expectations (set by the Trust and school in collaboration);
- Appropriateness and implementation of the School Development Plan;
- Effectiveness of safeguarding;
- Quality of Education, including curriculum implementation and impact, and progress and attainment of all pupils;
- Pupil behaviour and attitudes, including attendance;
- Pupil and staff well-being and personal development; and
- Understanding the school community and its views.

TPA Executive Team are to support and challenge the Headteacher regarding:

- Effectiveness of safeguarding;
- Curriculum intent, implementation, and impact;
- Attendance, behaviour, progress and attainment of all pupils;
- Financial performance;
- Recruiting, developing, and retaining high quality staff; and
- Operational effectiveness, compliance, and efficiency.

The Regional Director:

- provides the key professional support and challenge to the Headteacher and leadership team, with key outcomes provided to the School Board through the Headteacher Report;
- leads the Performance Management of the Headteacher, with involvement from the Chair / Vice Chair of the School Board;
- reviews and endorses the Headteacher report before it is issued to the School Board, and can add additional comments for the School Board to consider;
- receives minutes from the School Board, and through those the School Board can raise issues for the Regional Director to consider as part of their ongoing work with the Headteacher and leadership team; and
- would be involved as the curriculum lead in an Ofsted inspection.

5. Composition of School Boards

Each School Board would determine its composition in accordance with the following guidance:

Category	Current guidance	Future requirement
Headteacher	1, ex-officio	1, ex-officio
Staff	1	Minimum of 1, up to 2
Parents	2	Minimum of 2; schools with an admission number of 60 may have a third parent governor; schools with an admission number of 90 or above may have up to 4
Community	Up to 7	Up to 3 (up to 5 for schools with an admission number of 90 or above)
Total	Not more than 11	Not more than 9 (up to 11 for larger schools through the potential for additional parents and / or community governors)

When establishing a School Board structure, no one category is to have a majority (i.e. Headteacher + staff, parents, or community).

If a School Board is larger than this guidance (including for any new schools as they join TPA), they would reduce over time as people leave.

6. Terms of Reference for School Boards

A School Board is to focus upon educational provision and performance, including ensuring that understanding of the community and its views informs the School Development Plan, and safeguarding.

The School Board is collectively accountable to the Trustees.

Duties

The duties of the School Board are to:

1. Champion and foster TPA's vision and expectations in the school;
2. Support the implementation of the school's vision, aims and objectives;
3. Support and challenge the performance of the school through receiving and considering:
 - The Headteacher Report that would include:
 - Quality of Education information / data, including pupil progress and attainment, attendance, and behaviour (inc suspensions and exclusions)
 - Outcomes, top 3 action points and overall school grade from Safe, Happy, Learning visits;
 - Next steps summary and overall school grade from TPA Teaching and Learning Review;
 - Relevant reports / summaries of other central team visits or assurance;
 - Overview of the curriculum, its adaptation for cohort characteristics, and its implementation and impact updates (which may also be SDP priorities / Lead Governor roles);
 - Outcomes and progress data from national assessments;
 - Information regarding the implementation and impact of the School Development Plan, including through Lead Governor roles and visits;
 - External reviews or assessments of school provision, including Ofsted reports;
4. Contribute to the school's self-evaluation and School Development Plan;
5. Establish procedures for receiving the views of the school community, and ensure that the views of the school community inform the School Development Plan;
6. Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required; and
7. Make and be involved in decisions in accordance with the Scheme of Delegation such as reviewing and approving policies and procedures in a timely manner and in accordance with legislation and the TPA Scheme of Delegation.

Notes:

- The Chair and Vice Chair would receive full versions of the Safe, Happy, Learning Reviews and Teaching and Learning Review, with the rest of the School Board receiving summary information due to confidentiality.
- The Chair / Vice Chair would be involved in the budget meeting and in Headteacher Performance Management.

Quorum: 3 or 1/3 of Governors, whichever is the greater; this applies to each item on the agenda.

Decisions require the vote of a majority of Governors present; Governors cannot vote by proxy or in advance. The Chair will have a second and casting vote if necessary. Resolutions can be passed in writing, signed by all eligible Governors, and this will be as effective as if the resolution had been passed at a meeting (such a written resolution can be via email with positive responses from each Governor).

7. Lead Governor roles

The Role Description for a School Board Governor is provided in Appendix 1.

Each School Board would have a Chair, Vice Chair, a Safeguarding Governor, an Inclusion Governor, and an Attainment and Progress Governor. Role Descriptions for these are provided in the Appendices 2 to 6. The Safeguarding Governor, Inclusion Governor and Attainment and Progress Governor should meet their identified member of staff at least termly.

Besides these five consistent roles, the other Lead Roles would be agreed annually by the School Board (at meeting 1 in September) to reflect priorities within the School Development Plan. This ensures that Governor focus and visits are upon implementation and impact of the SDP. Each lead role should have an identified member of staff for the governor to meet with at least twice during the year (timings to be agreed to reflect the workflow for that SDP priority). Appendix 7 includes the role description for a 'SDP Focus' lead governor role, which is drafted to enable it to incorporate a range of SDP priorities.

The individuals for Chair, Vice Chair, Safeguarding Governor, Inclusion Governor, Attainment and Progress Governor, and other lead roles would be agreed at the first School Board meeting of the academic year. The Chair and Vice Chair must not be employees at the school. Chair and Vice Chair appointments require ratification by the Board of Trustees.

At lead governor visits, the role of the Governor is to ask questions that:

- consider whether evidence suggests that the implementation and impact of policy or a SDP priority area is as expected or whether revisions should be considered, and through this to support and contribute to the evaluation and improvement of policy and practice;
- aid Governor understanding of performance, including identifying successes and challenging areas where information suggests that improvement is required;
- consider future potential risks or opportunities and priorities for action; and
- enable the Governor to be briefed on any future information / reports being provided to the School Board.

The Chair and / or Vice Chair would attend the Teaching and Learning Review evaluation meeting and the annual budget meeting.

The Chair and Vice Chair are members of the TPA-wide Chair and Vice Chair Group which enables collaborative discussion of common issues.

8. Understanding the views of the school community

For the key stakeholders, the following processes would be used:

- Parents: Reminders to complete the Ofsted ParentView questionnaire (throughout year) to inform School Board. The Ofsted ParentView questions are provided in Appendix 8.
- Staff: consistent TPA survey for all staff issued twice a year (INSET in January, and just before May half-term). The questions used in Autumn 2022 are provided in Appendix 9 as an illustration.
- Pupils: Pupils to complete questionnaires at the end of Autumn 2 and during Summer 1.

9. Annual Schedule of meetings

Meetings are expected to be a maximum of two hours and may be held in-person, online, or as a blended meeting.

When	What	Focus
Early Sept	School Board 1	<ul style="list-style-type: none"> Review Self-Evaluation Form Review School Development Plan Curriculum overview, including how it adjusts to reflect pupil cohort characteristics and locality of school Review School Board skills audit Training session – safeguarding update, other policy changes
October	Safeguarding visit 1	<ul style="list-style-type: none"> Review SCR audit report completed by COO, confirmation of staff training, review lessons learned from second half of summer term, undertake LA safeguarding audit
January	School Board 2	<ul style="list-style-type: none"> Headteacher Report Pupil, staff, parent voice – analyse feedback Term 1 implementation / impact review of SDP
March	Safeguarding visit 2	<ul style="list-style-type: none"> Review SCR audit report completed by COO, lessons learned from incidents to Feb half-term, update LA safeguarding audit
May	School Board 3	<ul style="list-style-type: none"> Headteacher Report Pupil, staff, parent voice – analyse feedback Term 2 implementation / impact review of SDP
June	Safeguarding visit 3	<ul style="list-style-type: none"> Review SCR audit report completed by COO, lessons learned since Feb half-term, latest KCSIE updates and implications, update LA safeguarding audit
Mid July	School Board 4	<ul style="list-style-type: none"> Progress and end of year attainment outcomes data Headteacher Report Review staff summer survey responses Draft SDP priorities Agree School Board Annual Report to be submitted to the Board of Trustees *

* This would be a brief self-evaluation and development document about School Board performance and future priorities.

For School Board meetings:

1. Agenda and papers should be issued a week in advance.
2. Quorum for the duration of the meeting is the greater of 3 or one-third of Governors.
3. The Chair of the School Board would chair the meeting, or the Vice Chair in their absence; if both the Chair and Vice Chair are absent the School Board would elect a Chair for the meeting (who could not be the Headteacher or a member of school staff).
4. The draft minutes and actions would be issued following review by the Chair of School Board and Headteacher.

10. Range of skills and experience

When seeking Governors, the aspiration is for the School Board to include the following core skills:

- Leadership / governance of schools or colleges;
- Local community knowledge and links;
- Safeguarding; and
- Management experience.

The following are the types of skills that the School Board may wish to seek, reflecting its skills audit and the priorities within the School Development Plan:

- Special educational needs and disabilities;
- Delivering services for children and families (including LA children's services, health etc);
- Operational management of service delivery (including finance and people management);
- Property management and health and safety;
- Marketing / communications; or
- Non-executive / governance experience.

In addition:

- all Governors must demonstrate the attributes outlined in the Person Specification element of the Role Description; and
- the individuals on the School Board should collectively reasonably reflect the diversity of the community served by the school(s) which the School Board oversees.

11. Recruitment and appointment of Governors

The appointment process for Governors varies depending upon their category:

- Headteacher: Ex-officio.
- Parents: Parent governors shall be appointed by the following process:
 - Seeking nominations from all parents of pupils attending the relevant school(s) at the closing date for nominations being sought. This may include an indication of skill sets that the School Board's skills audit and the school improvement plan indicate would be most beneficial to the school;
 - If there are fewer nominations than vacancies the nominees are appointed by the School Board. If there remains a vacancy, the School Board may hold the post vacant until the following term where the School Board considers this appropriate, such as to enable parents of an incoming year group to be eligible, before seeking new nominations and following this process. If after two rounds there remains vacancy(ies) then the School Board may seek to appoint parents with appropriate skills as parent governors to fill any vacancies in accordance with Articles 54 – 56 and the Trustees delegate the necessary powers to the School Board to make these appointments;
 - If there are more nominations than vacancies, an election will be held where the parents / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per vacancy per parent) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the School Board. If there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).
- Staff: The staff governor(s) shall be appointed by the following process:
 - Seeking nominations from the staff employed by TPA to work at the relevant school(s) overseen by the School Board on the date of notice seeking nominations eligible to self-nominate;

- If there are the same number or fewer nominations than vacancies, that / those individual(s) are appointed by the School Board. If there remains a vacancy, the School Board may approach and, with their consent, appoint an eligible individual;
- If there are more nominations than vacancies, an election will be held whereby every member of staff employed by TPA to work at the relevant school(s) overseen by the School Board on the date that the election starts would be entitled to vote (one vote per individual) for the nominees. The nominee with the largest number of votes will be appointed by the School Board. If there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).
- **Community:** Appointed by the School Board. Appointment shall follow a recruitment and selection process that is determined by the School Board but that must be based upon the skills audit of the School Board and of consideration of the skills or experience that would add most value to the School Board given its current context / performance and its SDP priorities. In addition, the diversity of the School Board shall be considered and emphasis given to seek interest from under-represented groups. Governors shall be mindful of the need to ensure that the School Board comprises a range of views, reflects its school community, and of the need to have an appropriate recruitment and selection process that it could explain to the Board or to parents.
- The Board may, at its discretion, appoint individuals to the School Board who have the skills / experience that the Board considers the School Board needs to ensure its effectiveness, and with consideration to the diversity of the School Board and a desire to be reflective of the community that the school(s) serve.

Once an individual has been identified (either through nomination, election, or recruitment) the following process shall take place:

1. The Clerk will ensure that the appointment is minuted (for parent and staff governors) or is included as a decision item at the next School Board meeting (for co-opted governors);
2. If the appointment is confirmed:
 - a. The Clerk shall ensure eligibility checks are completed and that the new Governor completes the Declaration of Interests / Code of Conduct / KCSIE requirements;
 - b. The Clerk shall ensure that DfE records are updated; and
 - c. The Clerk and Chair of School Board shall manage the induction of the new Governor.

The default term of office for all Governors (except the HT) is four years. All Governors will be eligible for re-election or re-appointment. A School Board may decide to propose a former Parent Governor as a Community Governor if they have a vacancy at the appropriate time.

12. Departure of a Governor

There are four procedures through which an individual may cease being a Governor:

1. Their term of office expires or, for the Headteacher, at the end of their employment as Headteacher at that school;
2. If they resign by written notice to the Clerk to the School Board (which can be an email) including the date that their resignation would be effective from;
3. If they cease or will cease to be eligible to be a Governor in accordance with Articles 68 to 78 whereby, in accordance with Articles 79 and 80, they shall give written notice of that fact to the Clerk to the School Board; or
4. If the person is removed as a Governor by the Board of Trustees.

In all instances, the next School Board meeting shall minute the date that the individual left, and the Clerk shall update the DfE's records. The Clerk will liaise with colleagues to close and archive the Governor's TPA email address and to end their access to other ICT systems; the Governor shall hand back their ID pass and any other TPA property.

Appendix 1: Role Description: Governor

Key requirements:

Be compliant

1. Ensure that you are, and remain, compliant with the requirements of the Articles of Association and DfE regarding eligibility as if you were a Trustee.
2. Ensure that you at all times comply with this Role Description and the Code of Conduct.

Be prepared

1. Continually build your knowledge of TPA and its schools, as well as trends and issues within education more generally.
2. Understand the legal framework for TPA and its operations – including familiarity with the Articles of Association, Funding Agreement, governance arrangements, Scheme of Delegation, and Ofsted inspection framework – and seek clarification where necessary.

Be an active participant

1. Attend meetings you are expected at, contribute positively at those meetings to clarify information and help enable informed decision making.
2. Read all papers for meetings in advance of the meetings and then ask questions that are either clarifications or that aid further understanding of the issues and so help discussion about the decisions required.
3. Speak, act, and vote in what you believe to be the best interests of the school(s) that the School Board is responsible for (while some Governors are elected by a particular part of our community, the responsibility of all Governors is to the school(s) as a whole).
4. Undertaking training and development to improve knowledge and / or effectiveness.
5. Agree to undertake specific role(s) (such as Link Governor) and fulfil it / them diligently.

Act appropriately

1. Work as part of the team and form effective relationships with other Trustees / Governors and with senior staff.
2. Respect confidentiality of information and opinions as well as the need for Trustees / Governors to be able to have in-depth and private discussions.
3. Respect all Board / School Board decisions and support them in public.
4. Act within the framework of the policies of the Trust and its legal obligations.

Monitor and evaluate school performance

1. Measure the school's performance and progress towards its strategic objectives.
2. Evaluate relevant data and stakeholder feedback to understand, support and challenge school performance.
3. Ask challenging questions to hold the Headteacher to account for educational provision and performance.

The role of a School Board member is not to:

- Manage operations – that is the role of the Headteacher and senior staff; the role of the School Board is to set strategy and hold the Headteacher to account for delivery of that strategy and performance; or
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes; the role

of the School Board is to ensure that students are making appropriate progress and that educational policies are appropriate and being implemented.

Likely Time Commitment for Governors

In terms of the time commitment it is likely to be:

- Attendance at 4 full School Board meetings a year, which will probably be in the evening;
- Visit to school to fulfil the requirements of their Link Governor role (2 or 3 visits a year);
- Attendance at any necessary Governor Panels (such as for staff or pupil matters) – these are set up as required and are not expected to be required often; and
- The Headteacher may request attendance from Governors at events for staff or pupils and Governors are encouraged to attend if possible.

Person Specification for Governors

An effective Governor will demonstrate:

- A commitment to securing the best educational outcomes for all children;
- A commitment to the vision, values, and objectives of TPA and the school(s) overseen by the School Board;
- Understanding of the role of a Governor and experience of non executive governance;
- A commitment to the legal duties, responsibilities and liabilities of being a member and adhering to Nolan's seven principles of public life;
- A willingness to devote the necessary time and effort to their duties as a Governor;
- Effective communication and interpersonal skills, both in person and via electronic communication (including email and video / audio conferencing);
- An ability to evaluate and make use of a wide range of information and data, to question effectively in a manner that encourages reflection and helps move discussion forward
- Impartial and evidence based decision making;
- The capacity to develop specific knowledge and understanding of the school and its community;
- A sense of fairness;
- A commitment to equalities;
- Tact and diplomacy;
- An ability to work as a member of a team;
- An ability to respect confidentiality; and
- A commitment to participate in training and self-evaluation.

Appendix 2: Role Description for Chair of School Board

Thank you for agreeing to take on the role and responsibility as **Chair of the School Board**. This role involves chairing School Board meetings, regular interaction with the Headteacher to support the effective leadership of the school(s) overseen by the School Board, and being involved in local and TPA governance events.

Purpose

- to lead and manage the School Board;
- to support and challenge the Headteacher; and
- to represent the School Board to parents and staff;

Key requirements

In addition to the obligations and requirements upon all Governors, the Chair of a School Board will:

1. Be responsible for ensuring that School Board meetings take place in accordance with TPA's expectations, that the agenda and paperwork are issued a week in advance, and to Chair the meetings effectively;
2. Have a weekly discussion with the Headteacher, focusing upon significant performance or operational issues (including staffing), risks, preparation for future meetings, and Headteacher development. Additional meetings to be scheduled at times of particular change / challenge, with the Chair to be available for the Headteacher in the event or urgent situations;
3. Be involved in the Headteacher's Performance Management, most particularly the objective setting meeting at the beginning of the year and the final performance review;
4. Receive, and if possible attend, feedback from the Safe, Happy, Learning reviews and Teaching and Learning Review;
5. Attend the annual budget meeting;
6. Receive the Performance Management information from the Headteacher regarding appraisal and pay progression of staff at the school;
7. Ensuring that decisions taken at meetings are implemented and that actions are undertaken;
8. Support the Headteacher in engagement with major partners, such as the Local Authority, including attendance at and contribution to events organised for Chair of Governors;
9. Be an active member of the TPA Chair and Vice Chair Group;
10. Appraise the Clerk to the School Board;
11. Meet with each new Governor as part of their induction and ensure that they are able to quickly add value to the School Board; and
12. Lead succession planning for the School Board.

Appendix 3: Role Description for Vice Chair of School Board

Thank you for agreeing to take on the role and responsibility as **Vice Chair of the School Board**. This role involves supporting the Chair of the School Board to chair each meeting, but also taking a lead interest, on behalf of the School Board as a whole, in supporting school leaders to fulfil their statutory duties and mandatory responsibilities with regards to Child Protection and hold them to account for performing their functions in respect of safeguarding children.

Purpose is to:

- to support the Chair of the School Board in
 - a. leading and managing the School Board;
 - b. supporting and challenging the Headteacher;
 - c. representing the School Board to parents and staff; and
 - d. inducting, training and supporting Governors to maximise their effective contribution to the School Board.
- to deputise for the Chair as necessary, both within TPA and with partners such as the LA.

The Vice Chair can fulfil one of the required Lead Governor roles (safeguarding, inclusion, or attainment and progress).

Key requirements

In addition to the obligations and requirements upon all Governors, the Vice Chair of a School Board will:

1. Support the Chair in:
 - a. preparing for and managing School Board meetings;
 - b. inducting, training, and supporting Governors to maximise their effective contribution.
2. Lead and support Governors in their 'Lead Governor' roles, ensuring that the required visits take place and have written notes of visit that are shared with the School Board;
3. Lead and manage the skills audit and self-evaluation process of the School Board;
4. Agree with the Chair whether they should lead on any of the aspects of the role description for the Chair of the School Board; and
5. Deputise for the Chair as necessary, including being available for the Headteacher when the Chair is unavailable or attending meetings / events when the Chair is unavailable.

Appendix 4: Role Description for Safeguarding Governor (Safe)

Thank you for agreeing to take on the role and responsibility as a lead role for Safeguarding (Safe). This role involves taking a lead interest, on behalf of the School Board as a whole, in supporting school leaders to fulfil their statutory duties and mandatory responsibilities with regards to Child Protection and hold them to account for performing their functions in respect of safeguarding children.

Purpose

To, on behalf of the School Board, lead on safeguarding and child protection.

Key requirements

1. Receive and review reports from the TPA Executive Team
2. Meet the Designated Safeguarding Lead (DSL) termly to:
 - a. review the Single Central Record audit report (completed by the Chief Operating Officer) to ensure processes are operating effectively to maintain the SCR;
 - b. update the LA safeguarding audit;
 - c. have oversight of the range and extent of safeguarding case work; and
 - d. Support and challenge the DSL in reflective practice to identify lessons learned and future improvements.
3. Understand, and keep up to date with, the legal framework and annual updates to statutory guidance regarding safeguarding and child protection – including have had, and kept updated, appropriate safeguarding training (including safer recruitment);
4. Act as an advocate for safeguarding and child protection to ensure that it is prioritised in all School Board discussions; and
5. Engage in governance collaboration regarding safeguarding within the LA and / or TPA.

Appendix 5: Role Description for Inclusion Governor (Happy)

Thank you for agreeing to take on the role and responsibility as a lead role for Inclusion (Happy). This role involves taking a lead interest, on behalf of the School Board as a whole, in the provision and inclusion for all pupils within the life of the school.

Purpose

To, on behalf of the School Board, lead on SEND and disadvantaged pupils.

Key requirements

1. Receive and review any relevant reports and data from the TPA Executive Team, school leadership team (SLT) and school inclusion team;
2. Understand, and keep up to date with, the legal framework and statutory guidance regarding the SEND Code of Practice 2014 and the Equality Act 2010;
3. Have, and update as necessary, appropriate training;
4. Through discussions with the school SENDCo or Trust Head of SEND, have oversight of the number of pupils identified as having SEND, including the number per cohort and their educational needs, and the pupils identified as disadvantaged and the impact on their learning across the curriculum;
5. Through discussions with the school leaders, understand the intent, implementation and impact of statutory and TPA policies;
6. Through discussions with the school leaders, have oversight of attendance, exclusion, progress and attainment statistics for SEND and disadvantaged pupils;
7. Support and challenge reflective practice to identify lessons learned and future improvements;
8. Act as an advocate for all pupils including SEND and disadvantaged pupils to ensure that it is considered in all School Board decisions; and
9. Engage in governance collaboration regarding SEND and disadvantaged pupils, in accordance with TPA expectations.

Appendix 6: Role Description for Attainment and Progress Governor (Learning)

Thank you for agreeing to take on the role and responsibility as the lead role for Attainment and Progress (Learning). This role involves taking a lead interest, on behalf of the School Board as a whole, in the performance of all pupils, keeping under review their attainment, progress and overall achievement.

Purpose

To, on behalf of the School Board, lead on attainment and progress.

Key requirements

1. Receive and review any relevant reports and data from the TPA Executive Team and school leadership team (SLT);
2. Ensure alignment between the School Development Plan and attainment and learning priorities highlighted by the Head Teacher and TPA Executive Team;
3. Understand, and keep up to date with, the DfE legislation and performance assessment frameworks for pupil attainment and progress;
4. Have, and update as necessary, appropriate training in use of DfE, Ofsted and TPA tools for recording and monitoring assessment information;
5. Through discussions with school leaders, understand and review the progress and attainment information for the school, including for different cohorts of pupil (age, pupil characteristics, in particular for SEND and disadvantaged pupils, curriculum area), including identification of trends or areas of success or concern;
6. Through discussions with school leaders, understand processes for monitoring and improving the quality of teaching;
7. Contribute to reviews of TPA or school policies, protocols and procedures to ensure that they remain effective, including embedding any 'lessons learned' and identification and distribution of best practice;
8. Engage in governance collaboration regarding progress and attainment within the LA and / or TPA.

Appendix 7: Role Description for School Development Plan priority area focus

Thank you for agreeing to take on the role and responsibility as a lead role for a priority area within the School Development Plan (SDP).

Purpose

To, on behalf of the School Board, lead oversight of an agreed priority area within the SDP.

Key requirements

- To understand:
 - a. the context for this being identified as a SDP priority (i.e. school and comparator / national performance);
 - b. the intent of the SDP priority, the outcomes desired / measures of success, and the inputs required to achieve the outcomes (including staff time and resources).
- To meet with the identified lead member of staff at agreed points through the year to:
 - a. Understand progress in the implementation of the SDP priority, including evidence to identify successes and challenges;
 - b. Understand factors that may have changed since the SDP was agreed (such as government guidance, school context etc) and whether that has affected the priority or the desired outcomes / measures of success;
 - c. Understand the impact of the SDP priority and whether this is as desired / anticipated; and
 - d. Encourage reflective practice to identify lessons learned and future improvements;
- To produce a Note of Visit from each discussion that, after review and agreement with the lead member of staff, is circulated to all School Board Governors as part of the papers for the next School Board meeting.

Appendix 8: Ofsted ParentView questions

The survey asks parents to respond to 14 statements and questions.

1. My child is happy at this school.
2. My child feels safe at this school.
3. The school makes sure its pupils are well behaved.
4. My child has been bullied and the school dealt with the bullying quickly and effectively.
5. The school makes me aware of what my child will learn during the year.
6. When I have raised concerns with the school they have been dealt with properly.
7. Does your child have special educational needs and/or disabilities (SEND)? (yes or no)
If yes, the survey asks parents how strongly they agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.'
8. The school has high expectations for my child.
9. My child does well at this school.
10. The school lets me know how my child is doing.
11. There is a good range of subjects available to my child at this school.
12. My child can take part in clubs and activities at this school.
13. The school supports my child's wider personal development.
14. I would recommend this school to another parent. (yes or no)

Unless otherwise specified above, all the answer options to the statements are:

- strongly agree
- agree
- disagree
- strongly disagree
- don't know

For statement 4, 'My child has been bullied and the school dealt with the bullying quickly and effectively' parents can also select 'My child has not been bullied'.

For statement 6, 'When I have raised concerns with the school they have been dealt with properly' parents can select 'I have not raised any concerns'.

Appendix 9: Example staff questionnaire

These are the questions from the autumn 2022 staff questionnaire as an illustration.

1. Which school do you normally work at? (each school named + TPA Central Team)
2. How would you describe your role at the school? (SLT, middle leader, teacher, education support staff, non-education support staff)
3. I am proud to be a member of staff at the school *
4. The school has a clear vision and purpose, with clearly communicated objectives *
5. I am satisfied with my physical working environment *
6. I want to stay working here for at least the next year *
7. The additional directed time of 4 hours per week has had a positive impact on my work life balance *
8. The additional directed time has improved the quality of education for children in my school *
9. I have a good work-life balance *
10. I have a manageable workload for my role *
11. I have the skills, tools and resources required to do my job *
12. I understand what is expected of me in my role *
13. My work gives me a sense of personal accomplishment *
14. I am encouraged to progress my career *
15. I am encouraged to undertake CPD to enhance my skills *
16. I am proud when I tell others I am part of the school *
17. I would recommend the school as a great place to work *
18. Please use the space below to add any additional comments about your experience at this school (free text box)

* These questions had the following response options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, not applicable