



# School Boards Arrangements for 2025-26

Approved by:	Board of Trustees
Approved on:	18 <sup>th</sup> July 2025
Operational from:	1 September 2025
Next Review date:	Summer 2026 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.

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## Vision and expectations of The Pioneer Academy (TPA)

The vision of The Pioneer Academy (TPA) is:

*We put children first, pioneering excellence and championing each and every child.*

*Together we ensure our children are: **Safe – Happy – Learning.***

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:

- Pupils and staff are positive and success in a supportive environment
- Wellbeing for all
- 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

## 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.

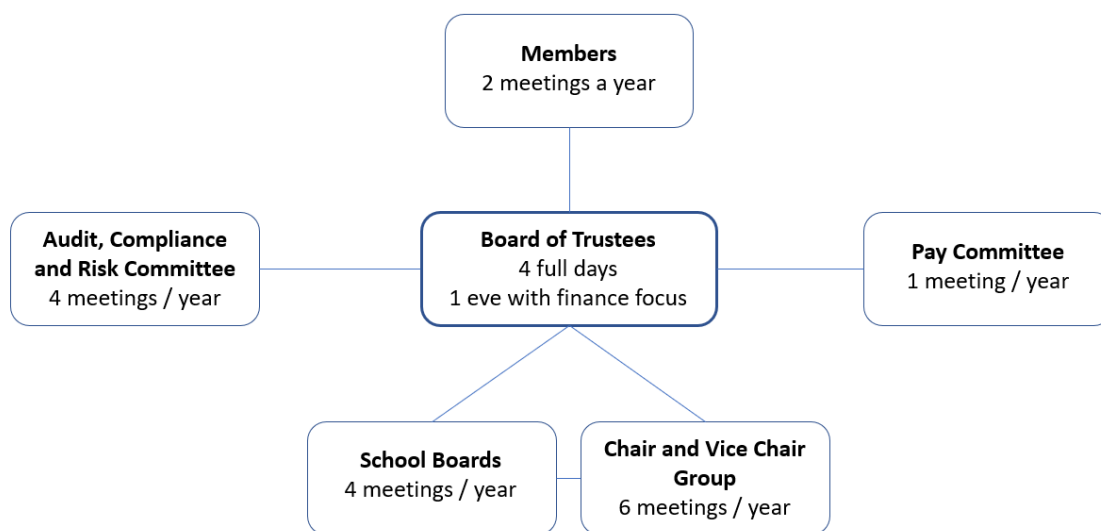
The Trustees of TPA are subject to the duties of trustees under charity law and of directors under company law.

<p>Trustee responsibilities under charity law are to:</p> <ul style="list-style-type: none"><li>• ensure the charity is carrying out its purposes for the public benefit;</li><li>• comply with the charity's governing document and the law;</li><li>• act in the charity's best interests;</li><li>• manage the charity's resources responsibly;</li><li>• act with reasonable care and skill; and</li><li>• ensure the charity is accountable</li></ul>	<p>Director responsibilities under company law are to:</p> <ul style="list-style-type: none"><li>• act within their powers;</li><li>• promote the success of the company;</li><li>• exercise independent judgment;</li><li>• exercise reasonable care, skill and diligence;</li><li>• avoid conflicts of interest;</li><li>• not to accept benefits from third parties; and</li><li>• declare any interest in proposed transactions or arrangements.</li></ul>
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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).

## 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 (Full day with ACR) Members	School Board 2 Board 3 (Full day with ACR) Members (AGM)	Board 4 (Full day with ACR) School Board 3
Half-term		
Board 2 (Finance focus)		Board 5 (ACR) School Board 4 Board 6 (Full day) Pay

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

## 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.

## Composition of School Boards

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

Category	Current guidance
Headteacher	1, ex-officio
Staff	Minimum of 1, up to 2
Parents	Minimum of 2; schools with an admission number (PAN) of 60 may have a third parent governor; schools with an admission number/PAN of 90 or above may have up to 4
Community	Up to 3 (up to 5 for schools with an admission number/PAN of 90 or above)
Total	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.

## 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:

- Champion and foster TPA's vision and expectations in the school;
- Support the implementation of the school's vision, aims and objectives;
- Support and challenge the performance of the school through receiving and considering:
  - The Headteacher Report that would include:
    - School Context
    - School Development Plan priorities
    - School Data
    - Attendance
    - Behaviour
    - TPA audits
  - 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;
- Contribute to the school's self-evaluation and School Development Plan;
- Establish procedures for receiving the views of the school community, and ensure that the views of the school community inform the School Development Plan;
- Ensure that School Board members are supported to enhance their skills and knowledge, including undertaking training as required; and
- 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.

The NGA advocates a further role: ensuring that other key players with a stake in the organisation have their voices heard. This applies most particularly to pupils, staff, and parents.

### Notes:

- The Chair would receive full versions of the Stakeholder visits and Teaching and Learning Review, with the rest of the School Board receiving summary information due to confidentiality.
- The 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).

## **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) 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 would attend 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.

## **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 annually (INSET in January). The questions used in Autumn 2024 are provided in Appendix 9 as an illustration.
- Pupils: Pupils to complete questionnaires at the end of Autumn 2 and during Summer 1.

## 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"> <li>• Review Self-Evaluation Form</li> <li>• Review School Development Plan</li> <li>• Curriculum overview, including how it adjusts to reflect pupil cohort characteristics and locality of school</li> <li>• Review School Board skills audit</li> <li>• Training session – safeguarding update, other policy changes</li> </ul>
October	Safeguarding visit 1	<ul style="list-style-type: none"> <li>• Confirmation of staff training, review lessons learned from second half of summer term, undertake LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report if applicable</li> </ul>
January	School Board 2	<ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Pupil, staff, parent voice – analyse feedback</li> <li>• Review staff survey responses</li> <li>• Term 1 implementation / impact review of SDP</li> </ul>
March	Safeguarding visit 2	<ul style="list-style-type: none"> <li>• Lessons learned from incidents to Feb half-term, update LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report if applicable</li> </ul>
May	School Board 3	<ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Pupil, staff, parent voice – analyse feedback</li> <li>• Term 2 implementation / impact review of SDP</li> </ul>
June	Safeguarding visit 3	<ul style="list-style-type: none"> <li>• Lessons learned since Feb half-term, latest KCSIE updates and implications, update LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report if applicable</li> </ul>
Mid July	School Board 4	<ul style="list-style-type: none"> <li>• Progress and end of year attainment outcomes data</li> <li>• Headteacher Report</li> <li>• Draft SDP priorities</li> </ul>
Any point in Year	School Governor Days	See appendix 10

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.

## **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.

## **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.

### **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

### Purpose

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

The 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 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 of 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 feedback from the Stakeholder visits 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

### 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)**

### **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. update the LA safeguarding audit;
  - b. have oversight of the range and extent of safeguarding case work; and
  - c. 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)**

### **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)**

### **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**

### **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 2024 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

## Appendix 10 GOVERNORS' DAY GUIDANCE

Date : XX XXXX 2025

### Vision

We put children first, pioneering excellence and championing each and every child.

### Overview

*'Visiting the school is an essential part of the governor role. Feedback and learning from visits allow the governing board to monitor how their strategy is being implemented, how their policies are working and to identify strengths and areas for development.'*

National Governance Association (2021)

Through this guidance, we aim to embed effective procedures for our Governors' Day and support governors when making additional monitoring visits. Each governor is expected to make at least one visit per term (three visits per school year), demonstrating the School Board's role in the strategic management of the school by helping to evaluate and improve practice.

Our Governors' Day is designed to inform understanding, allow opportunities to speak to pupils and teachers and enable the governors to see the School Development Plan in action.

Governors must:

- remember to respect school staff and pupils,
- support the Head Teacher,
- acknowledge that they represent the full School Board.

By following the agreed principles and procedures, our Governors' Day and other visits will be enjoyable experiences for all involved, and will significantly contribute towards school improvement.

### Roles and responsibilities

Governors are responsible for:

- meeting their target of three visits per academic year. Our Governors' Day will be one of these visits,
- understanding the needs of staff members through discussions with designated staff members,
- reporting their observations to the full School Board.

The Head Teacher is responsible for:

- facilitating our Governors' Day and other governor visits,
- discussing completed visits with the designated governors and their linked staff member, prior to a report being made to the full School Board.

As a member of the School Board, non-staff governors are expected to take on a specific responsibility for one of three special interest areas linked to TPA's mantra – SAFE – HAPPY - LEARNING –

Safeguarding, Inclusion and Attainment and Progress, plus at least one of the priority areas in the school development plan.

### **Protocols**

Governor visits are **not** a form of inspection, and governors should not make judgements concerning teaching in any official capacity.

- governors should avoid visiting classrooms where their own child is present,
- governors should not pursue any personal agendas,
- governors must remain flexible and understand that teaching staff must make pupils' education the priority, and that this may sometimes lead to the rearranging of visits,
- governors must never visit unannounced,
- visits are not an opportunity for governors to check on individual children or monopolise teachers' time.

Our Governors' Day will be planned carefully, so that mutual trust and respect are established, and to clarify the key differences between the evaluation roles of senior leaders and governors.

During the day governors will have time to visit classrooms. It is not appropriate for governors to be judging the quality of teaching, however some activities will provide evidence which contributes towards senior leaders' judgements on the quality of learning. Other visits might include activities undertaken with staff, such as:

- Equalities/Inclusion review
- Safeguarding review
- Review of attainment and progress
- Engagement with stakeholder (parents/carers, pupils) questionnaires – distribution/analysis/next steps
- Focused discussions with children about their learning
- 'Learning walks' with an agreed focus
- Directed observations of aspects of school life
- Discussions with subject leaders

Governors have a role to play in ensuring that all policies and other documents that schools are required to have by law are in place and regularly reviewed.

### **Preparing for the Governors' Day**

The aims of our Governors' Day, and other visits to the school, are to enable governors to:

- gain insights into the day to day life of the school,
- have a deeper understanding of how well the school is doing,
- increase their knowledge of the school's successes and challenges,
- contribute to school development planning and self-evaluation reviews,
- be effective partners in strategic leadership,
- be able to provide more effective support to staff and pupils,

- have greater confidence in providing appropriate, well-informed challenge to senior leaders,
- find their role more fulfilling!

### During the Governors' Day

Governors will be visiting classrooms. Governors must ensure they:

- adhere to their agreed role,
- do not interrupt a teaching session to pose questions, e.g. do not talk to pupils when the teacher is addressing the whole class,
- adhere to confidentiality agreements,
- adhere to the agreed times and purpose,
- be sensitive to the needs of the pupils.

During a classroom visit, governors will not:

- assume a role different to that which has been agreed,
- interrupt the teacher,
- distract pupils.

### At the end of the Governors' Day

Governors will:

- discuss the visit with the Head Teacher.
- provide feedback regarding their experience during the day to the full School Board.
- thank the key members of staff and Head Teacher. Where appropriate thank the teachers and pupils.

After the visit, governors will not discuss their findings with anyone other than another governor or senior leader in the school. It is vital the governors do not:

- break confidentiality agreements.

### Summary

	Do	Do Not
<b>BEFORE</b>	Read the Governors' Day guidance document Agree the details and timetable for the day with the Head Teacher Agree the purpose of the day Agree levels of confidentiality	Turn up unannounced on another day
<b>DURING</b>	Stick to the agreed protocols	Interrupt the teaching
<b>AFTER</b>	Thank the staff and children Give praise where it's due	Leave without a word

## Governors' Day Report

<b>Governors in attendance</b>	
<b>Date of Visit</b>	
<b>Focus</b>	<ul style="list-style-type: none"><li>•To gain insights into the day to day life of the school,</li><li>•To have a deeper understanding of how well the school is doing,</li><li>•To increase their knowledge of the school's successes and challenges,</li><li>•To gain an overview of the school development plan's focus areas (see Appendix 3)</li></ul>
<b>Feedback</b>	
<b>SAFE</b>	
<b>HAPPY</b>	
<b>LEARNING</b>	<p>-----</p> <p>-----</p> <p><b>When we asked the pupils one of these questions:</b></p> <ul style="list-style-type: none"><li>• <b>What helps you remember the things you learn?</b></li><li>• <b>Do you use your learning in maths (or English) in any other lessons/subjects?</b></li><li>• <b>What do you enjoy most about learning maths (or English or science)?</b></li></ul> <p><b>Comment from pupils</b></p>
<b>Golden Nuggets – positive anecdotes</b>	

<b>Signed</b>
<b>Date</b>

**Sample Timetable for XX XXXX 2025 – 8.45am to 12.45pm**

Time	Activity	Notes	Location
8.45am	Arrival & breakfast	Governors are invited for breakfast	Meeting room
9.00am	Introduction to the day	The focus for the day: <ul style="list-style-type: none"> <li>•To gain insights into the day to day life of the school,</li> <li>•To have a deeper understanding of how well the school is doing,</li> <li>•To increase their knowledge of the school's successes and challenges,</li> <li>•To gain an overview of the school development plan's focus areas (see Appendix 3)</li> </ul>	
	Overview of visit protocols	Governors should: <ul style="list-style-type: none"> <li>• avoid visiting classrooms where your own child is present,</li> <li>• avoid the pursuance of personal agendas,</li> <li>• understand that teaching staff must make pupils' education the priority.</li> </ul>	
9.15am	Phonics and Reading sessions	<b>SDP Focus 4 Early Years, also Focus 3 Teaching &amp; Learning and Focus 6 Learning Behaviours</b>	XX Classrooms and break-out areas
9.45am	Debrief & Break		Meeting Room
10.00am	Core subject lessons	<b>Focus 3 Teaching &amp; Learning and Focus 6 Learning Behaviours</b> In lessons, governors must: <ul style="list-style-type: none"> <li>• adhere to their agreed role,</li> <li>• not interrupt a teaching session,</li> <li>• adhere to confidentiality agreements,</li> <li>• adhere to the agreed times and purpose,</li> <li>• be sensitive to the needs of the pupils.</li> </ul>	Each governor will be allocated a year group to visit - XX Classrooms
10.30am (playtime)	Pupil discussion	<b>Focus 3 Teaching &amp; Learning</b> 2 pupils per year group visited will come to talk with the governor(s) who visited their classes about their work from that session	Each pair of governors will be allocated a space to meet with the pupils
10.45am	Break		

11.00am	Pupil Leadership	<b>Focus 2 Personal Development</b> The School Council will meet with XX, observed by 3 or 4 governors The Eco Council will meet with XX, observed by 3 or 4 governors	There will be two separate rooms
11.45am	Debrief & Draft Report	Non-staff governors will meet with the Chair to prepare the draft report with headlines recorded under Safe, Happy, Learning headings	Meeting Room
12.15pm	Feedback and Lunch	Feedback to Head Teacher and Staff Governors over a sandwich lunch	Meeting Room
12.45pm	Depart		

### School Development Plan – Focus Areas

**Focus 1 (QoE):** To increase the % of children reaching the combined level by the end of Key Stage Two.

**Focus 2 (Personal Development):** To further develop the social and cultural curriculum so that it reflects and celebrates our community and provides children with a wider, global context.

**Focus 3 (T&L):** To ensure assessment practice is effective and efficient, leading to appropriate variation to meet all pupils' needs.

**Focus 4 (Early Years):** To ensure consistency in the Early Years, taking into account low starting points and planning for a wide and rich range of learning opportunities inside and outside the classroom.

**Focus 5 (Leadership & Management):** To engage parents and the community thoughtfully and positively in a way that supports pupils' education and well-being.

**Focus 6 (Behaviour and Attitudes):** To ensure that learning behaviours are consistent across the whole school with children taking an active role in their learning