



School Boards

Arrangements for 2026-27

Approved by:	Board of Trustees
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Responsibility for review:	Chief Executive and Chair of Trustees in discussion with the Chair and Vice Chair Group

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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.

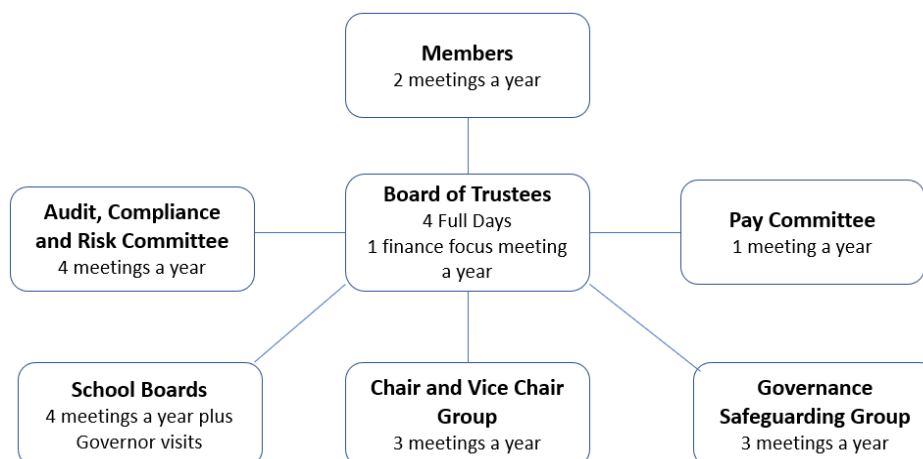
The Trustees of TPA are subject to the duties of trustees under charity law and of directors under company law.

Trustee responsibilities under charity law are to: • ensure the charity is carrying out its purposes for the public benefit; • comply with the charity's governing document and the law; • act in the charity's best interests; • manage the charity's resources responsibly; • act with reasonable care and skill; and • ensure the charity is accountable	Director responsibilities under company law are to: • act within their powers; • promote the success of the company; • exercise independent judgment; • exercise reasonable care, skill and diligence; • avoid conflicts of interest; • not to accept benefits from third parties; and • declare any interest in proposed transactions or arrangements.
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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

In some cases, there may be one School Board that has responsibility across two or more schools. These are known as Shared School Boards and will have been agreed by the Trust Board. *

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 (for shared School Boards one staff member per school*)
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 (for Shared School Boards at one least one parent should be from each school*)
Community	Up to 3 (up to 5 for schools with an admission number/PAN of 90 or above). No more than a third of Community Governors in total should be parents at that school or a TPA staff.
Total	Not more than 8 up to a PAN of 30, 9 for a PAN of up to 60 and up to 12 for a PAN of 90 or above (larger schools have the potential for additional Parent and / or Community Governors as stated above.

The total number of Staff Governors (including the Ex-Officio) should not exceed the number of Community Governors. The total number of Parent Governors should not exceed the number of Community Governors.

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
 - Outcomes of pupil and staff voice to ensure appropriate action
 - 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;

Review the skills of the School Board (via Governorhub) at least once annually to identify training requirements, gaps requiring action and ensure future Governor recruitment is strategic.

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. If quorum is not met the meeting should be terminated and reconvened as soon as is practical, but within 7 days of the initial date of the meeting.

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 and visits

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.

***The Safeguarding Governor should not be the DSL or have direct operational responsibility for safeguarding.**

Besides these five consistent roles, the other Lead Roles would be agreed annually by the School Board to reflect priorities within the School Development Plan (SDP). 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 or Trust.** Chair and Vice Chair appointments require ratification by the Board of Trustees (clerk to liaise with the Head of Governance to ensure ratification is sought).

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. The Safeguarding Governor is a member of the TPA-wide Governance Safeguarding Group which enables collaborative discussion relating to safeguarding.

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).
- Pupils: Pupils to complete questionnaires annually.

Annual Schedule of meetings and visits

1. **School Board meetings** are expected to take place four times a year for a maximum of two hours and may be held in-person, online, or as a blended meeting (See Appendix 9 for the business planner which informs the School Board meeting focus).
2. **Outside of the meetings**, The Safeguarding Governor, Inclusion Governor and Attainment and Progress Lead Governor should meet their identified member of staff at least termly, and complete a visit report that is then shared with the wider Board at the next School Board meeting once the report is approved (See separate Governor Visits Policy). Other Lead Governors that the School Board determines (see Appendix 7) should also meeting their identified member of staff at least twice in the year and complete a visit report that is shared with the wider School Board at the next School Board meeting once the report is approved (See Governor Visits Policy).
3. **In addition, each School Board should arrange for a School Governor Day to take place during the year**, timing of which to be agreed in meeting 1 of the academic year with the Headteacher. See Appendix 10 to find out more on what this entails and a suggested agenda.

For School Board meetings:

1. Agenda and papers should be issued via the clerk a week in advance via Governorhub.
2. 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/TPA staff). Quorum should be met.
3. Draft minutes should be sent to the Chair and Headteacher within 7 days of the meeting.
4. Once approved by the Headteacher and Chair, the draft minutes and actions would then be issued to all the School Board.

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 and automatically appointed by virtue of their role.
- 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 Ex-Officio) is four years.

All Governors will be eligible for re-election or re-appointment as long as they continue to meet the criteria. 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 or Staff Governor, at the end of their employment at that school. For the avoidance of doubt, a Parent Governor will not cease to hold

office as a Parent Governor solely by reason of their child ceasing to be a pupil at the school. Their Parent Governor term shall continue until the 4 year end date.

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 or School Board.

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 via GIAS. The Clerk will liaise with colleagues to close and archive the Governor's TPA email address, remove access to Governorhub, and to end their access to other ICT systems; the Governor shall hand back their ID pass and any other TPA property.

Mandatory Training and confirmation requirements

Governors must complete annual certified Safeguarding training at the start of each academic year (or when they become a Governor). Evidence of which is to be shared with the clerk and logged on Governorhub.

Governors must complete annual cyber security training at the start of each academic year (or when they become a Governor). Evidence of which is to be shared with the clerk and logged on Governorhub.

Governors that do not complete the required annual training by the end of the Autumn term (or for new Governors within the first full term of appointment) should be removed as Governors by the School Board.

Whilst prevent training for the Board is encouraged, the Safeguarding Lead Governor as a minimum should complete up to date Prevent training every 2 to 3 years as good practice.

Governors must also complete on Governorhub at the start of each academic year (or when they become a Governor);

- Annual declarations of interests and ensure the clerk is updated if there are any new declarations or those declared cease to exist throughout the academic year;
- Confirm they remain eligible to be a Governor;
- Confirm they have read and understood Keeping Children Safe in Education for that academic year;
- Confirm they agree to be bound by the Governance Code of Conduct.

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.
3. Use supporting tools for your role available to you on Governorhub.

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. **The Chair should not be an employee of TPA.**

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.
13. Use supporting tools for your role available to you on Governorhub and encourage Governors to make use of them.

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 new Governors, monitoring 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. **The Vice Chair should not be an employee of TPA.**

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.
6. Use supporting tools for your role available to you on Governorhub and encourage Governors to make use of them.

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. Regular safeguarding reports from the Headteacher/DSL(termly)
2. Receive and review Head of Safeguarding audit report as and when carried out
3. 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.
4. To have a good understanding of pupil attendance (whole school and specific groups) and knowledge of the actions the school is taking to improve this.
5. 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. 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);
6. Act as an advocate for safeguarding and child protection to ensure that it is prioritised in all School Board discussions;
7. Engage in governance collaboration regarding safeguarding within the LA and / or TPA;
8. Use supporting tools for your role available to you on Governorhub; and
9. Attend and participate in the Governance Safeguarding Group meetings and cascade key messages back to your School Board.

Suggested questions you could ask

- What are the main safeguarding risks currently facing our children?
- Are children safe in this school?
- How do we know our safeguarding systems are effective?
- What themes are emerging from safeguarding concerns?
- Are any groups of children disproportionately represented in referrals?
- Are referrals and interventions timely and appropriate?
- Are all staff fully compliant with training requirements and supported?
- What actions have been taken following audits or reviews?
- Does the DSL have sufficient time, resources and support?
- Is there anything preventing the DSL from carrying out their role effectively?
- What support or challenge does the governing board need to provide to the school?
- What assurance can governors provide to inspectors regarding safeguarding?
- What evidence can you provide that our online safety, AI, filtering and monitoring, information-sharing and DSL cover arrangements are effective in practice, not just compliant on paper?

Safeguarding Governor visit focus timetable for the academic year (suggested)

Visit 1 September/October - Confirmation of staff training, review lessons learned from second half of summer term, review most recent DSL report, latest KCSIE updates and implications, undertake LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report or DSL report if applicable.

Visit 2 March - Lessons learned from incidents to February half-term, review most recent DSL report, update LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report if applicable.

Visit 3 June - Lessons learned since Feb half-term, latest KCSIE updates and implications, review most recent DSL report, update LA safeguarding audit, review Safeguarding Audit or Business Assurance Visit report if applicable.

Appendix 5: Role Description for Inclusion Governor (Happy)

Purpose

To, on behalf of the School Board, lead on SEND, disadvantaged and vulnerable 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 vulnerable, 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, disadvantaged and vulnerable pupils;
7. Support and challenge reflective practice to identify lessons learned and future improvements;
8. Act as an advocate for all pupils including SEND, disadvantaged and vulnerable pupils to ensure that it is considered in all School Board decisions; and
9. Engage in governance collaboration regarding SEND, disadvantaged and vulnerable pupils, in accordance with TPA expectations.
10. To produce a note of visit from discussions 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.
11. Use supporting tools for your role available to you on Governorhub.
12. 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.

Questions you may want to ask:

- What systems are in place to make sure we're quickly aware that a child is facing barriers?
- How do we include parents/carers and pupils when deciding on their support plan?
- How do we check if our interventions are helping [specific inclusion group]? What do we do if they aren't?
- How do you make sure all pupils can access the curriculum?
- How do you make sure everyone feels represented in the curriculum? (E.g. books studied/read, displays, resources, etc.)
- Are there enough opportunities for higher-attaining pupils? Can you show me some examples?
- Have you made any adjustments so all pupils can participate in class, extracurricular activities and school trips?
- How do we monitor the progress of [specific inclusion group]? Can we see evidence that the gap is closing?
- What are we doing to address any barriers to attendance for specific groups or pupils?

- How do we prevent and track bullying?
- What are the barriers to extracurricular activities or school trips for disadvantaged or vulnerable pupils, and how are we removing them?
- How do pupils learn to value diversity?
- How do we promote equality of opportunity?
- Do pupils feel safe and happy? How do you know?
- What opportunities are there for us to become a more inclusive school?
- How does our school make sure inclusion is at the centre of everything we do?
- How is inclusion reflected in our school improvement plan (SIP)?
- How do we support staff to implement our inclusion strategies effectively?
- How are we making sure the voices of pupils are heard and used to improve how we keep them safe?

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, disadvantaged and vulnerable 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. 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;
8. 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;
9. Engage in Governance collaboration regarding progress and attainment within the LA and / or TPA;
10. Use supporting tools for your role available to you on Governorhub

Suggested questions you may want to ask:

- Is there anything about a cohort of pupils that could have an impact on progress and attainment?
- How well your school is performing compared to schools locally and nationally?
- Are pupils are performing as expected, better or below expectations
- Are there any trends (e.g. Boys/girls, attendance, pupil premium eligible children, pupils who receive free school meals, English as an additional language, SEND, looked after or previously looked after children)?
- Are there any downward or upward trends? Why and what is the reason?
- Does a cohort's progress compare to its attainment?
- Is the attainment gap being closed for disadvantaged or vulnerable pupils? Any other significant groups?
- Can we demonstrate good progress for pupils?
- What actions do you have in place to ensure pupil outcomes are not impacted by low attendance?

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 School Development Plan (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 10 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 at this school. When the bullying took place, the school dealt with it quickly and effectively
5. My child has Special Educational Needs and/or Disabilities. The school gives them the support they need to succeed
6. The school communicates well with me about the things I need to know
7. When I have raised concerns with the school they have been dealt with properly
8. When the school makes decisions, it has the child's best interests at heart
9. The school gives my child the right support to enable them to learn well
10. Would you recommend this school to another parent?

Appendix 9: School Board Business Planner – meeting focus

Meeting 1	Meeting 2	Meeting 3	Meeting 4
<u>Each meeting agenda to include:</u> Receive and approve apologies Declare any interests and record any changes to pecuniary or personal interests Approve the minutes of the previous meeting Receive updates on actions agreed at the previous meeting(s) Any updates from Headteachers/Chair not tabled for discussion on the pre-set agenda Receive an overview and copy of visit reports from any Governor visits Consider any other business Determine any items to be treated as confidential Note meeting dates for the remainder of the calendar year Note events that Governors are encouraged to attend at the school			
Governance Matters and School Board Strategy			
Receive nominations and elect a Chair and Vice Chair for 2026/27		Discuss Chair succession and identify if recruitment needs to take place	Rediscuss Chair succession and identify if recruitment needs to take place
Read and note to SB framework and Scheme of Delegation 2026/27			
Confirm completion of annual safeguarding and cyber training 2026/27	All Governors to have 2026/27 valid safeguarding training and cyber training or consider removal	All Governors to have 2026/27 valid safeguarding training and cyber training or consider removal	All Governors to have 2026/27 valid safeguarding training and cyber training or consider removal
Agree Governor Lead roles (Safeguarding, Inclusion, Attainment and Progress, Specific SDP priorities)			
Cascade of key messages from the Governance Safeguarding meeting (Safeguarding Governor)	Cascade of key messages from the Chair/Vice Chair meeting	Cascade of key messages from the Governance Safeguarding meeting (Safeguarding Governor) Cascade of key messages from the Chair/Vice Chair meeting	Cascade of key messages from the Governance Safeguarding meeting (Safeguarding Governor) Cascade of key messages from the Chair/Vice Chair meeting
	Review skills of the Board (Governor effectiveness survey on Governorhub)		Relook at skills of the board and agree any actions (e.g. recruitment, training)
Discuss board composition, term dates, and vacancies and any action needed		Discuss board composition, term dates and vacancies and any action needed	
Agree a date for the School Board Governor Day			Note agreed School Board meeting dates for 2027/28

Strategic matters

To receive and discuss the Headteacher report which includes:

School context, demographic, pupil numbers

Attendance

School Development plan priorities update

School performance data

Behaviour update

Safeguarding update

TPA audits

Staffing Matters

Community Matters

Note the TPA and School Board vision and mantra

Receive and be familiar with the school Self Evaluation form (SEF)

Receive the School Development Plan SDP

Training

Discuss any Governor training requirements and share insight from sessions attended

Discuss any Governor training requirements and share insight from sessions attended

Discuss any Governor training requirements and share insight from sessions attended

Discuss any Governor training requirements and share insight from sessions attended

Policies

Ratify any school specific policies (see appendix A)

Ratify any school specific policies (see appendix A)

Ratify any school specific policies (see appendix A)

Ratify any school specific policies (see appendix A)

Clerk administrative tasks in the lead up/following the School Board meeting

- Ensure attendance is updated on Governorhub after each meeting
- Ensure Governor training is compliant (safeguarding and cyber 26/27) on Governorhub
- Ensure all Governance information is up to date on Governorhub for each Governor at all times
- Ensure GIAS is up to date at all times
- Ensure all Governors complete the effectiveness survey on Governorhub by the end of the Autumn term
- Ensure all Governors have completed their declaration of interest, eligibility to be a Governor, agree to bound by the Governance Code of Conduct 2026/27 by the first School Board meeting of the year

Appendix 10: Governors' Day Guidance

A **Governor Day** is when governors spend dedicated time in school, usually as a group to gain a deeper understanding of how the school operates and to monitor progress towards strategic objectives. This is in addition to making planned Governor visits as part of Lead Governor roles that support specific school priorities. The Head Teacher is responsible for facilitating Governors' Day and will put together a proposed agenda with input from the School Board.

Main Purposes

- **Monitor Strategic Priorities:** Governor days allow Governors to see first-hand how the school is working towards its strategic objectives. This helps validate the information presented at meetings and ensures accountability.
- **Understand School Life:** By spending time in the school environment, Governors get a better sense of the school's ethos, culture, and day-to-day workings.
- **Build Relationships:** These days help build positive relationships between Governors and staff, pupils, and sometimes parents, fostering trust and open communication.
- **Gather Evidence:** Governors can collect evidence to support their lead roles.
- **Support and Challenge:** By witnessing the school in action, Governors are better placed to both support and challenge the school leadership.

What Governor Days Are Not For

- **Inspection:** Governors are not there to inspect teaching or judge individual staff.
- **Management:** They should not interfere in the day-to-day running of the school.
- **Unplanned Visits:** Visits must be pre-arranged and purposeful, not ad hoc.

Best Practice

- Focus the day on areas linked to the school improvement plan.
- Work with the Headteacher to plan the day's schedule, activities and purpose in advance (see example timetable overleaf), ensuring it is not disruptive. Refer to the Governor Visits Policy for appropriate conduct before, during and after Governor Day. Do not turn up unannounced.
- After the day, Governors should report back to the board, highlighting key findings and areas for follow-up (see template overleaf).
- Avoid over-burdening staff and make sure everyone understands the purpose of the visit. Thank staff and children (if appropriate) before you leave. Give praise where it is due.

Example Activities on a Governor Day

- Learning walks with staff to observe different areas of the school
- Meetings with subject leaders, SENCO, or pastoral leads
- Talking to groups of pupils about their experiences
- Observing assemblies or set classroom activities

Sample Timetable for XX XXXX Governor Day– 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: •To gain insights into the day to day life of the school, •To have a deeper understanding of how well the school is doing, •To increase Governor knowledge of the school's successes and challenges, •To gain an overview of the school development plan's focus area 1 and 2	
9.15am	Phonics and Reading sessions	SDP Focus 4 Early Years, also Focus 3 Teaching & Learning and Focus 6 Learning Behaviours	XX Classrooms and break-out areas
9.45am	Debrief & Break		Meeting Room
10.00am	Core subject lessons	Focus 3 Teaching & Learning and Focus 6 Learning Behaviours	Each governor will be allocated a year group to visit
10.30am (playtime)	Pupil discussion	Focus 3 Teaching & Learning 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	Focus 2 Personal Development 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	Room x
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 lunch	Meeting Room
12.45pm	Depart		

Governors' Day Report Summary form – to be completed at the end of the day

Governors in attendance	
Date of Governors Day	
Focus	•
Feedback	
SAFE	
HAPPY	
LEARNING	
PUPIL/STAFF VOICE When we asked the pupils/staff these questions: • Summary of comments from pupils/staff	
Golden Nuggets – positive anecdotes	
Any areas for further follow up or action:	
Signed Chair: Headteacher Date	

Appendix 11: Panels

Panels convened for specific events

The following Panels may be convened as required and are expected to generally function at School Board level:

1. Complaints Panel – convened as required and subsequent report to the next School Board meeting with details anonymised, including any lessons learned for the school and / or recommendations for policies or procedures.
2. Employment Appeals Panels – convened as required for pay, grievance, dismissal, or dismissal appeal hearings and report to the next School Board / Board meeting as appropriate with details anonymised, including any lessons learned for the school and / or recommendations for policies or procedures.
3. Pupil Exclusions Panel – convened as required and report to the next School Board meeting with details anonymised, including any lessons learned for the school and / or recommendations for policies or procedures.

In each situation, the Panel will include the appropriate number of Governors (as specified in the relevant policy or, if not specified, three Governors) who have not previously been involved with the incident and have no prior knowledge of the incident concerned. For complaint hearings, the panel shall include an individual who is independent from the management and running of any school within the Trust.

Each Panel will have an appropriately qualified clerk.

The Panel will follow procedures as set down in the relevant policy or as set out in law as appropriate.

If a second or appeal panel is required, this shall include three different Governors who have no previous knowledge.

If a Headteacher or the Chief Executive is the subject of the staffing issue or complaint, the roles above undertaken by governors will instead be undertaken by Trustees.