



Terms of Reference and Standing Orders

2020-2021

Adopted by Borden Grammar School Board of Trustees

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| Date Drawn up | May 2021 |
| Date last revised | May 2021 |
| Devised/revised by | Sarah Mendoza (using the TEP model policy) |
| Date Ratified by Board | 14 May 2021 |
| Frequency of Review | Annual |
| Next Review Date | 13 May 2022 |

The trust board will always operate in accordance with the requirements of the Education Act; the Academies Financial Handbook: Funding agreements; the Articles of Association and all other relevant ESFA updates and legislation.

Local governance structures will always operate in accordance with the requirements within the Articles of Association; Academies Financial Handbook; Scheme of Delegation; any Trust Financial Handbook/manual.

Table of Contents - Committee Model

Outline

Whilst the governing board (known as the board) as a whole remains responsible for the governance function, in this model there are distinct areas of work delegated by them to the curriculum and learning committee, pastoral and wellbeing committee and the finance and resource committees (incorporating the risk and audit committee).

The curriculum and learning, finance and resource and pastoral and wellbeing committees focus on the delivery of the annual school improvement plan in their respective areas; they may liaise and consult together where necessary, undertake monitoring and evaluation activities against these priorities and report to the board as a whole. In each case where a function has been delegated there is a statutory duty to report any findings, actions or recommended decisions to the board at its next meeting. These reports will in turn inform collective strategic decision making by the board.

The board has considered additional committees. And has agreed to also have a committee (pastoral and wellbeing) outside of the recommended 2 committee structure. When deciding on the number of committees required for the board to be able to undertake its work effectively the wellbeing and workload of staff, headteachers and governors attending meetings has been considered, referring to the DfE teacher workload reduction toolkit. (this will be reviewed annually)

In addition to committees, the board, to ensure its core functions are fulfilled, will delegate **monitoring** responsibilities for the DfE identified individual roles and those focused on the priorities of the School Plan.

In each case where a function has been delegated there is a statutory duty for the delegated trustee to report, by written monitoring reports, any findings, action or recommended decision to the board in time for its next meeting to enable informed collective strategic decision making

The board must meet at least three times each year to consider reports, committee minutes and recommendations, makes decision and conduct routine business.

1. Terms of Reference – The Board
2. Terms of Reference - Curriculum and Learning
3. Terms of Reference – Finance and Resources (including Audit and Risk)
4. Terms of Reference- Pastoral and Wellbeing
5. Terms of Reference - Clerk to the Board
6. Terms of Reference/Delegation of Functions – Headteacher
7. Terms of Reference -Individual Statutory Delegated roles
8. Monitoring visits protocol for a committee model 2020-21– separate document
9. Model Board Code of Conduct for 2020-21 – separate document
10. Terms of Reference - Panel Hearings
11. Terms of Reference – Headteacher Performance Management Panel
12. Terms of Reference – Pay Committee
13. Standing Order - For Board Meetings

14. Standing Order - Election of the Chair and Vice Chair
15. Standing Order - Appointment of Co-opted Governors

Terms of Reference for the Board

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. The board has resolved to conduct its business by adopting the committee model structure and to delegate statutory functions to a curriculum and learning committee, a finance and resources committee (incorporating risk and audit committee) and pastoral and wellbeing committee as well as appointing the DfE identified individual delegated governor roles of safeguarding; SEND; careers guidance (secondary) to report back on their findings.

The board has three strategic core functions:

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

The main responsibilities to be managed by the board are outlined below:

Items in bold may be delegated and reported back to the board.

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| Board Operational Business | <ul style="list-style-type: none"> • To ensure focus on the three strategic core functions • to draw up the Instrument of Government / recommend changes to the Articles of Association/draw up the Scheme of Delegation and any amendments thereafter • To review the standing order for election of the chair and vice chair including the length of the term of office. • To elect (or remove) the chair and vice chair. • To elect (or remove) the chair and vice chair for all committees. • To appoint (or dismiss) the clerk to the board and its committees. • To hold at least three board meetings each year for school business. • To appoint co-opted trustees to the board • To suspend or remove/recommend removal of a trustee. LA appointed trustees can only be removed by their appointing or approval body. • To decide monitoring priorities. • To assign trustees to monitor the priorities of the School Improvement Plan in accordance with the attached terms of reference. • To appoint the DfE identified individual required roles of safeguarding, SEND, careers (secondary) based on skill set and expertise. • To receive reports (this is a statutory duty) from any individual to whom a delegated or monitoring function has been made and to consider whether any further action or decision by the board is necessary. • To review the delegation arrangements annually • To annually review and approve the board monitoring visits policy and monitoring schedule. • To appoint selection panel for headteacher/executive leader/deputy headteacher and ensure at least one of the panel has completed safer recruitment training. • To approve or decline decisions of appointed selection panel. • To recruit new trustees as vacancies arise ensuring the board has all the necessary skills to be effective. • To set up and publish a register of trustees' business interests, ensure this is kept up to date and declared at relevant meetings. • To ensure that statutory requirements for information are published on the school website, including details of governance arrangements, are met and updated as necessary. • To ensure the information required for the national database (GIAS) is collected, uploaded and amended as necessary (for academies within 14 days of any change) and accurate with the details published on the school website. • To ensure all Trustees have an enhanced DBS and section 128 check |
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| | <ul style="list-style-type: none"> • To approve the Board Code of Conduct and ensure all governors abide by its principles. • To approve and set up a trustees' allowances scheme. • To regulate the board procedures where not set out in law and record these as standing orders. • To delegate to the headteacher the functions as described in the Delegation of Functions to Headteacher Standing Order (page 10). • To approve and arrange a suitable induction process and mentoring for newly appointed or elected trustees. • To consider the DfE recommended appointment of a training and development trustee to audit individual and collective development needs and from evaluation promote appropriate training. • To regularly audit and evaluate the impact of governance to inform the structure of the board • To ensure the headteacher provides such reports as requested by the board to enable it to undertake its role. |
| <p>General</p> | <ul style="list-style-type: none"> • Regularly review the vision and values of the school and ensure that these are shared with all stakeholders. • To take an active role in school self-evaluation identifying success and areas requiring improvement. • To annually approve the School Improvement Plan for priority accuracy; regularly holding the leaders to account against the milestones and monitoring against an agreed board monitoring schedule. • To determine whether to publish a home-school agreement (no longer a statutory requirement) • To review regularly how the school is regarded by pupils and parents. • To ensure the school has in place all <i>statutory policies</i> and to keep these under regular review, consulting with representative stakeholders as appropriate. • To approve <i>statutory policies</i>, with those able as instructed by the DfE delegated to committees for recommendation or approval as appropriate. • To ensure statutory impact and compliance. • To ensure there is a process in place for the approval of school trips and the school's procedures for visits ensure the safety and welfare of the pupils, staff and volunteers. • To approve any school trips overseas; trips involving travel by air or by sea and trips involving one night's absence or more. • To ensure the school has a board approved, up to date, Complaints policy published on the school website with stakeholders knowing how to raise concerns and make a complaint. • To have regard to the professional advice given by the clerk • To ensure that the board complies with all other legal duties placed upon them as shown and updated within the Governance Handbook. |
| <p>Inclusion and Equality</p> | <ul style="list-style-type: none"> • To establish and approve a special educational needs (SEND) policy. • To publish and update at least annually a SEND information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014, modified 2017). • To comply with statutory duties from the SEND code of practice and Keeping Children Safe in Education (KCSIE) 2020 in respect of pupils with special needs by appointing a SEND governor. • To abide by the Equality Act 2010 • To ensure that the school does not discriminate against pupils, job applicants or staff on the basis of race, religion, gender, age disability or sexual orientation. <i>VA schools are entitled to identify the post of some staff as open to practicing members of their denomination only.</i> • To receive reports on bullying, homophobic and racial incidents. |

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| Safeguarding | <ul style="list-style-type: none"> • To ensure statutory compliance with KCSIE 2020 and its associated policies including adopting and reviewing annually the KCC child protection policy 2020 and relevant procedures • To comply with duties from KCSIE 2020 by appointing DfE identified safeguarding, and SEND trustees • To ensure all governors have read part two of KCSIE September 2020 • To ensure every trustee has read and understood KCSIE 2020 part 2 • To ensure every member of school staff has read and understood KCSIE 2020 part 1 • To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent duty within the child protection policy • To ensure all governors have undertaken Prevent training • To receive the safeguarding annual report to the board (see safeguarding pages on Kent Education Learning and Skills Information - KELSI) • To annually review and evaluate the completed safeguarding review (on KELSI) ensuring any follow up actions are monitored and completed. |
| Curriculum | <ul style="list-style-type: none"> • To ensure the curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life. • To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact. • To ensure a full curriculum is delivered • To review and establish a charging and remissions policy for activities. • To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain • Ensure statutory provision of career guidance for years 8-13 by ensuring arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships • A policy statement setting out the career guidance arrangements is published on the school website • To consider recommendations from external reviews of the school (eg Ofsted, school improvement advisers, Governor Services), reviewing and evaluating any agreed actions to ensure impact. |
| Budget | <ul style="list-style-type: none"> • To ensure all financial decisions above those delegated by the board to the Headteacher are agreed at board meetings • To operate within the Funding Agreement and Academies Financial Handbook 2020 requirements • To analyse and recommend the annual budget • To approve the first formal budget plan each financial year. • To analyse and recommend a three-year budget which shows clear links to the School Improvement Plan. • To approve a three-year budget which shows clear links to the school improvement plan. • To engage in strategic decision making. • To approve and review for impact and delivery a costed school improvement plan • To annually in the autumn term approve and then regularly review the financial risk register (template on KELSI) • To approve the annual accounts • To approve the Budget Forecast Return Outturn and Budget Forecast Return • To approve the centrally delegated amount for each of the academies within the trust • To annually review and approve a written scheme of delegation of financial powers that maintain robust internal controls. • To undertake financial benchmarking and report back to the board. • To annually review and approve the Charging and Remissions policy. |

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| | <ul style="list-style-type: none"> • To enter into contracts following agreed financial limits and processes with board approval over £50000 ensuring three submitted quotations for any purchase/contract and document in minutes. • To approve virements above £15000 and document in minutes • To approve any assets to be written off and disposed of, at a board meeting and document within the minutes. • To approve debts up to £1000, which are required to be written off, after every effort has been made by the headteacher and trustees to recoup the monies, with the decision made and documented in minutes. • To make decisions in respect of service agreements following agreed delegation of financial limits and insurance and document in minutes. • To draft, approve and submit the SFVS by 31 March and ensure remedial actions are cleared within specific deadlines. • For the chair to receive monthly budget reports. • To effectively manage and review resources for financial efficiencies and maximise pupil outcomes ensuring value for money. • To monitor, audit and evaluate all school policies and procedures related to fraud and document compliance in board minutes. • To agree the annual strategic action plan for the pupil premium spend and monitor how all specialist funding is spent (ie PE and sports premium, year 7 literacy and numeracy catch up premium (not 2020/21), and the pupil premium and COVID-19 catch up premium). • To ensure financial succession planning within the board. |
| Staffing | <ul style="list-style-type: none"> • To consider structural solutions upon resignation/retirement of executive lead/headteacher. • To appoint executive leader/headteacher and deputy headteacher appointments and starting salary, subject to necessary checks, following recommendations from the board approved selection panel. • To annually determine the staff complement. • To annually agree a pay policy, which has been approved by the unions, and any pay discretions in following the STPCD. • To annually review the impact of and implementation of the pay and reward policy. • To establish and review procedures for addressing staff discipline, conduct, grievance, bullying and harassment and pay. • To establish a trustee panel to hear staff appeals against dismissal, redundancy, grievances, bullying and harassment and pay. • To dismiss the headteacher. • To end the suspension of staff or headteacher as determined within the policy. • To determine dismissal payments/early retirement. |
| Appraisal and Performance Management | <ul style="list-style-type: none"> • To establish and review and approve the appraisal and pay policy's including the criteria and framework for pay decisions and review these provisions annually. • To determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff • To determine which functions are to be delegated to the pay committee/headteacher • To determine the timing of the headteacher appraisal review cycle. • To appoint the headteacher performance management panel (HTPM) following the best practice of three skilled or trained governors, to include the chair of the board. The chair of the board must not be appointed as the chair of the panel. The vice chair does not sit on this panel alongside side the chair. • To appoint a suitably experienced and qualified external advisor for the headteacher performance management panel • To undertake the executive lead/headteacher appraisal. • To take into account the headteacher standards for excellence. |

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| | <ul style="list-style-type: none"> To appoint the pay panel of three skilled or trained governors to include the vice chair as chair of this panel. To undertake the pay panel process To agree total pay award following recommendation from pay panel. To agree any pay award for the headteacher/executive leader following recommendation from the headteacher performance management panel To monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively To ensure the school meets its statutory and contractual obligations with regards to pay |
| Discipline/ Exclusions | <ul style="list-style-type: none"> To establish a statement of behaviour principles on which the school can produce a behaviour policy. To review the use of exclusion and decide whether or not to confirm all permanent exclusions and fixed term exclusions where a pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam. (This may be delegated to the chair/vice chair in cases of urgency - see Exclusion from maintained schools, academies and pupil referral units in England guidance updated Sept 17 page 18 point 57). To direct the reinstatement of excluded pupils To consider the findings of any independent review panel. |
| Premises and Insurance | <ul style="list-style-type: none"> To procure and maintain buildings, including a properly funded maintenance plan. To seek advice from the LA, diocese or trustees, where appropriate to ensure adequate levels of buildings insurance and personal liability. To receive annual site report. |
| Health and Safety | <ul style="list-style-type: none"> To establish and approve a health and safety policy To ensure that health and safety regulations are followed and appropriately prioritised. To receive the annual health and safety inspection report and agree any actions. To receive the KCC required H&S inspection report three times a year. To appoint a health and safety trustee |
| Admissions | <ul style="list-style-type: none"> To follow the school admissions code statutory guidance when carrying out duties relating to school admissions. To consult annually before setting an admissions policy, notify the LA and publish the arrangements on the school website in accordance with the paragraph 1.47 of the School Admissions Code. Admission authorities for schools with a sixth form must ensure they have determined and published admission arrangements for entry into the sixth form, if they intend to admit external applicants Set a clear published admission number (PAN), which states the number of applicants they will admit where enough applications are received. Admissions appeals: to set up independent panels in line with the School Admission Appeals Code. |
| Collective Worship | <ul style="list-style-type: none"> To ensure that the school provides teaching of religious education for all pupils in accordance with the agreed syllabus or has informed parents of their right to withdraw their child. To ensure the school provides an act of broadly Christian daily collective worship. |
| School Organisation | <ul style="list-style-type: none"> To set the time of the school sessions and the dates of school terms and holidays. To publish proposals to change category of school. |
| Information for Parents | <ul style="list-style-type: none"> To ensure that the school keeps parents and prospective parents up to date with school information. To adopt and review home school agreements (not statutory). |

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| Collaboration | <ul style="list-style-type: none"> To work with partner schools locally to increase the choice in sixth form subjects available. |
| Federations | <ul style="list-style-type: none"> To consider forming a federation or joining an existing federation, seeking KCC advice and support before completing due diligence To consider requests from other schools to join an existing federation and, seeking KCC advice and support before completing due diligence. To leave a federation, by seeking KCC advice and support. |
| Academies | <ul style="list-style-type: none"> To consider approach and time scale to academy conversion To consider forming or joining an existing Multi-academy-trust (MAT) and undertake due diligence. To consider requests from other schools to join the Trust and complete due diligence To comply with any instructions from the ESFA |
| Extended Services | <ul style="list-style-type: none"> To decide to offer additional activities and agree what form these should take. To cease providing extended services provision. |

Membership of the board to comply with the Articles of Association and Scheme of Delegation
See attached SoD and current trustees in post on the school website, GIAS and GovernorHub

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| Agreed by the board (date) | 1 4 | 5 | 21 |
| Review date | 1 3 | 5 | 22 |
| Quorum: one half of the number of governors in post (rounded up) | | | |

| Borden Grammar School | |
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| Terms of Reference for Curriculum and Learning Committee | |
| The Curriculum and Learning Committee is expected to work within the following terms of reference with a focus on monitoring the School Plan | |
| General | <ul style="list-style-type: none"> To act on matters delegated by the board To consider safeguarding and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities. To undertake monitoring visits to the school relevant to the committee's role and comply with trustee monitoring visits policy. To make regular reports to the board. Meet at least three times each academic year with the timing and number of meetings considering the well-being of staff and trustees and timetabled relevant to school data analysis timescales. To monitor the schools' policies in relation to the curriculum. To approve all school trips involving overseas; trips involving travel by air or by sea and trips involving one night's absence or more an overnight stay away from home. Take an active role in school self-evaluation, monitoring success in all areas and identifying areas requiring improvement. To monitor the relevant areas and milestones within the school improvement plan To advise the resources and personnel committee on the relative funding priorities necessary to deliver the curriculum. |
| Curriculum | <ul style="list-style-type: none"> To monitor how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life. To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact. To ensure a full curriculum is delivered To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain Ensure statutory provision of career guidance for years 8-13 by ensuring arrangements are in place to allow a range of education and training providers to |

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| | <p>access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships</p> <ul style="list-style-type: none"> To understand the performance data for the school including the vulnerable groupings. To ensure the specialist funding for pupil premium and COVID-19 catch up premium (year 7 literacy and numeracy catch up - not for 20/21) have impact. To meet with the lead professionals within the school to gain an understanding of the scope of the curriculum targets and the activities the school is conducting to achieve success. To undertake any necessary training (in or out of school) that is necessary to enable effective monitoring of targets. To evaluate the extent of success at the end of the set timescale. To identify and celebrate success |
| Expectations and Outcomes | <ul style="list-style-type: none"> To monitor pupil achievement and progress against expectations, predicted outcomes and school improvement milestones and targets. For 2020/21 to ensure rapid pace is made for those pupil groups impacted by COVID-19 |
| Extended Services | <ul style="list-style-type: none"> To monitor the impact of any extended services provided against pupil achievement. |
| Membership of the Curriculum and Learning Committee | |
| Quorum | 3 |
| Chair | Vicki Meacham |
| Vice Chair | TBC |
| | Hilary Hendry |
| Trustee 2 | Chris Easton |
| Trustee 3 | Mildred Johnson |
| Trustee 4 | Sarah Mendoza |
| Trustee 5 | Jordan Weller |
| Clerk | Tessa Barnby TEP |
| Agreed by the Board on | 14 5 21 |
| Review Date | 13 5 22 |

| Borden Grammar School | |
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| Terms of Reference for Finance and Resources Committee (incorporating Audit and Risk Committee) | |
| The Finance and Resources Committee (incorporating risk and audit committee) is expected to work within the following terms of reference with a focus on monitoring: | |
| General | <ul style="list-style-type: none"> To monitor the impact of the costed school improvement plan in relation to the budget spend. To undertake monitoring visits to the school. To make regular reports to the board, in addition to the chair of the board being in receipt of a monthly finance report To act on matters delegated by the board To consider safeguarding and equalities implications when undertaking all committee functions To meet at least three times each year in terms pertinent to the budget To annually in the autumn term review and recommend to the board the financial risk register and regularly review (template on KELSI) |

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| <p>Budget</p> | <ul style="list-style-type: none"> • To evaluate and recommend the annual budget for board decision. • To maintain an up to date ‘balanced’ three-year budget plan, which shows clear links to the ‘School Improvement’ and ‘Staffing’ Plans. Any recovery plan for budget with a deficit must be monitored for implementation and impact. • To report monitoring and any rollover to the board, highlighting any significant variances and their impact on the three-year budget plan. • To approve any virement recommendations between £8000- £15000, document in minutes and report decisions to the board. • Analyse and report on Tenders for Contract Services, ensuring three written quotations. • Approve tenders between £8000 and £50,000 (£25000- £50000 secondary) • To evaluate written quotations and approve any purchases between £8000 and £50000 (secondary £25000- £50000) • To ensure that the school adheres to the Academies Financial Handbook and accounts direction as published by the ESFA • Notify the approved budget to the ESFA by the agreed deadline • To monitor and report to the board on any ESFA remedial actions to ensure they are cleared within specified deadlines. • To monitor, audit and evaluate all school policies and procedures related to fraud and report to the board • To be strategically actively engaged in monitoring value for money and report back any recommendations to the board to ensure effective financial resources and efficiencies to maximise pupil outcomes. • To benchmark school financial performance against similar schools and report to the board. • To keep in-school financial procedures under review • To ensure that the school is working within the guidance of the Education and Skills Funding Agency (ESFA) recommendations • To make regular reports to the Board and ensure that key financial decisions are recorded correctly in the minutes. • To monitor the spend of extra funding such as pupil premium, COVID-19 catch up funding, sports premium, (year 7 literacy and numeracy catch up not funded for 20/21), ensuring its use has impact. • Review finance policy; lettings policy; whistle blowing policy; governor allowance policy; charging and remissions policy; making recommendations to the board • Ensure annual governor financial skills audit is undertaken and evaluated. • Review the business continuity plan making recommendations to the board. • Review compliance audit reports, ensuring the Board follows recommendations and actions. • To monitor and evaluate the management of the Voluntary Fund and to receive the audited accounts. <p><i>Any additional strategic items which individual boards may wish to include.</i></p> |
| <p>Premises and Insurance</p> | <ul style="list-style-type: none"> • To seek advice from the Local Authority, diocese or trustees, where appropriate to ensure adequate levels of buildings insurance and personal liability. • To approve and monitor the implementation of the school buildings strategy plan informing the board of the proposed order of priorities. • To review the business continuity plan • To review the accessibility plan and ensure inclusion • To receive the school asset plan annually • To monitor the maintenance plan. |
| <p>Staffing</p> | <ul style="list-style-type: none"> • To determine the staff complement in consultation with the headteacher and recommend to the board. • To review the pay policy for approval by the board. • To annually review the impact of and implementation of the pay and reward policy. • To ensure that staffing procedures follow equalities legislation • To annually review procedures for dealing with staff discipline and conduct and grievances and make recommendations to the board for approval. |

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| | <ul style="list-style-type: none"> To monitor the CPD budget against the school improvement plan and staff needs to ensure staff development, progression and raised pupil outcomes. |
| Health and Safety | <ul style="list-style-type: none"> To approve and monitor the Health and Safety policy. To ensure that health and safety regulations are followed and prioritised appropriately. To receive the annual Health and Safety Inspection Report and agree any actions. To receive the KCC required H&S Inspection Report three times a year. To ensure health and safety governor monitoring visits take place as agreed within the monitoring schedule. To receive the written health and safety governor report for consideration three times a year, |

Membership of the Finance and Resources Committee (incorporating audit and risk committee)

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| Quorum | 3 | | |
| Chair | Chris Browne (Audit and Risk) | | |
| Vice Chair | Yvonne Herbert (Chair Audit and Risk) | | |
| Governor 1 | Vicki Meacham (Audit and Risk) | | |
| Governor 2 | Donal Watkins | | |
| Governor 3 | Emma Carter | | |
| Governor 4 | Mark Bailey (Audit and Risk) | | |
| Governor 5 | | | |
| Clerk | Tessa Barnby TEP | | |
| Agreed by the board on | 14 | 5 | 21 |
| Review date | 13 | 5 | 22 |

Borden Grammar School

Terms of Reference for Pastoral and Wellbeing Committee

The Pastoral and Wellbeing Committee (is expected to work within the following terms of reference with a focus on monitoring:

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| General | <ul style="list-style-type: none"> To ensure the safeguarding of the students: ensuring safeguarding procedures are in place and at least one trustee and 2 senior staff have completed safeguarding training (recognised trustee training and DSL training for staff) To undertake monitoring visits to the school. To make regular reports to the board To act on matters delegated by the board To consider safeguarding and equalities implications when undertaking all committee functions To meet at least three times each year To consider work life balance, working conditions and wellbeing of staff and students, including the monitoring of absence. To set the times of school sessions To have oversight of the school prospectus Ensure publication of information to parents regarding the provision of Free School meals To review home- school agreements To discharge duties in respect of pupils with additional needs by appointing a responsible person. To liaise with the finance committee regarding SLAs and contracts relevant to pupil welfare |
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| Behaviour and attendance | <ul style="list-style-type: none"> To ensure both staff and students have a policy / code of conduct that allows clear expectations of behaviour and how behaviour outside of this will be managed. To receive regular updates on attendance, behaviour and incidents To receive regular updates from the pastoral worker regarding any pertinent issues To monitor and review pupil attendance, with particular detail to vulnerable students. |
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Membership of the Pastoral and Wellbeing Committee

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| Quorum | 3 | | |
| Chair | Yvonne Herbert | | |
| Vice Chair | | | |
| Governor 1 | Liz Sutehall | | |
| Governor 2 | Gerard Franks | | |
| Governor 3 | Donal Watkins | | |
| Governor 4 | Mildred Johnson | | |
| Governor 5 | Hilary Hendry | | |
| Clerk | Tessa Barnby TEP | | |
| Agreed by the board on | 14 | 5 | 21 |
| Review date | 13 | 5 | 22 |

Terms of Reference for the Clerk to the Board

The clerk, also referred to as the governance professional, is expected to work within the following terms of reference:

Borden Grammar School uses the services of The Education People Clerking Service, the clerk's expectations, standards, and performance management are included within the Clerking Service Level Agreement

Guiding Principles

- The clerk is accountable to the board.
- He/she is employed by the board and line managed by the chair of governors, whose responsibility it is to ensure the LA Governance Professional Induction Mentoring Programme and continuous professional development is undertaken. The chair will conduct an annual appraisal and pay review with recommendations approved by the board.
- The clerk will be provided with a contract of employment based on the job description and Clerking Competency Framework via TEP.
- Trustees, associate members and the headteacher cannot be employed as clerk to the board whilst holding office.

The main responsibilities of the clerk are:

- To work effectively with the chair of Trustees, the other trustees and the headteacher to support the board.
- To keep up to date and advise the board on constitutional and procedural matters, powers and duties as outlined within legislation, statutory guidance, the Governance Handbook and for academies the Academies Financial Handbook 2020.
- To support the board to develop a culture where challenge is welcomed.
- To convene meetings of the board ensuring they are quorate.
- To produce agendas for the meetings working with the chair of trustees
- To attend meetings of the board and ensure minutes are taken.
- To ensure the chair receives the draft minutes for approval within one school week

- To ensure the chair approved draft minutes are circulated within two school weeks to all trustees
- To create an action list after each meeting and monitor progress to ensure that actions agreed are carried out before the next meeting.
- To maintain a register of business interests and ensure it is kept up to date and published on the website.
- To maintain the website published requirements for boards by ensuring the information is supplied to the headteacher/school staff responsible for ensuring it is kept up to date
- To collect the required details for the governor's national database (GIAS) ensuring the information is supplied to the headteacher/school staff responsible for ensuring it is kept up to date
- To maintain a register of members of the board and report vacancies to the board and appropriate foundation trusts.
- To keep The Education People GovernorHub (LA) database up to date with details of the members of the board.
- To ensure if subscribed to the Governor Services training programme all governors have registered on GovernorHub to be able to access and book training courses
- To maintain a register of attendance to be published on the school website and report non-attendance to the board
- To give and receive notices of meetings in accordance with relevant regulations.
- To perform such other functions as may be determined by the board from time to time.
- To undertake appropriate professional development.
- If the clerk is unable to attend the meeting, the governors present at the meeting may appoint a member of the board (but not the headteacher) to act as clerk for that meeting. As a point of best practice, it is recommended that the chair of the meeting should not act as clerk

Details of employment

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| SLA with TEP | | | |
| Clerk to the board job description | | TEP JD used | |
| Agreed by the Board on | | 14 | 5 |
| Review Date | | 13 | 5 |
| | | 21 | 22 |

Borden Grammar School

Delegation of Functions to Headteacher

The delegation to the headteacher ensures a clear separation between strategic non-executive oversight and operational executive leadership. The headteacher is expected to work within the following terms of reference, and to provide the board with such reports in connection with his or her functions as the board requires.

| | |
|---|---|
| Budget | <ul style="list-style-type: none"> • To make miscellaneous financial decisions up to an agreed limit of £8000 (primary) £25000 (secondary) as set out in the school finance policy/academy financial manual/scheme of delegation. LA scheme for financing schools' states up to £8000 for primary £25000 for secondary • To enter into contracts up to the limit of £8000 (primary) £25000 (secondary) with three quotes for any tender. • To make virements of up to £8000 as set out in the school finance policy/academy financial manual/scheme of delegation • To monitor monthly expenditure. • To make payments. • To ensure the Board receives six budget monitoring reports every year • To ensure monthly budget reports are sent to the Chair of Trustees |
| Staffing | <ul style="list-style-type: none"> • To appoint teachers and non-teaching staff. • To establish disciplinary, capability and grievance procedures. • To suspend staff. • To initially dismiss staff. • To produce and maintain a central record of recruitment and vetting checks, to also include those involved in school governance |
| Curriculum | <ul style="list-style-type: none"> • To ensure the national curriculum is taught to all pupils and consider disapplication for pupils as appropriate. • To establish and implement a Curriculum policy. • To decide which subject options should be taught. • To be responsible for standards of teaching. • To be responsible for each individual child's education. • To agree and review the content of any sex and health education to ensure it meets statutory requirements, and to approve a written policy for its delivery. • To ensure the balanced treatment of political issues and to prohibit political indoctrination. • To promote British values. • To provide clear guidance on which a strategy for independent careers advice and guidance must be based, developed in line with the Gatsby Benchmarks (statutory for secondary). |
| Appraisal and Performance Management | <ul style="list-style-type: none"> • To formulate and implement an Appraisal policy. • To make pay decisions in line with the pay policy and legal requirements • To carry out appraisal of other teachers (or delegate to line managers in the school) |
| Standard Setting | <ul style="list-style-type: none"> • To set standards and predictions for pupil achievement and progress. |
| Religious Education | <ul style="list-style-type: none"> • To provide religious education in line with school's basic curriculum. • In schools with a religious character, to provide religious education to the agreed syllabus. |
| Collective worship | <ul style="list-style-type: none"> • For maintained schools – to ensure, after consultation with the board, that all pupils take part in a daily act of collective worship. • In schools with a religious character, to provide collective worship of a denominational character. |
| Health and Safety | <ul style="list-style-type: none"> • To ensure that health and safety regulations are followed. |
| Discipline/ Exclusions | <ul style="list-style-type: none"> • To draft the content of the school behaviour policy and publicise it to staff, students and parents. |

| | | | |
|--------------------------------|--|----------|-----------|
| Inclusion and Equality | <ul style="list-style-type: none"> • To designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator or SENCO) • To appoint a designated teacher for looked-after children | | |
| School Organisation | <ul style="list-style-type: none"> • To ensure that the school meets for 380 sessions in a school year. • Where determined by the Board, to ensure that school lunch nutritional standards are met. • To draft and implement a data protection policy which complies with GDPR and review it at least every two years and register with the Information Commissioner's Office • To ensure the statutory required information is uploaded to the school website. • Maintain a register of pupil attendance. • To publish on the website the drafted structure and remit of the Board, including governor appointment details, term of office and attendance record • To submit trustee information to the DfE database of governors (GIAS) | | |
| Information for Parents | <ul style="list-style-type: none"> • To ensure that the school keeps parents and prospective parents up to date with school information. • To ensure that free school meals are provided to those pupils meeting the criteria. • To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and sex and relationship education. • To ensure that a report on each child's educational achievement is forwarded to parents/guardians. | | |
| Extended Schools | <ul style="list-style-type: none"> • To put into place the additional services provided. • To ensure delivery of services provided. | | |
| Agreed by the board on | 14 | 5 | 21 |
| Review date | 13 | 5 | 22 |

Borden Grammar School

Terms of Reference for Individual Delegated governors

Any individual to whom a trustee monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the trustee monitoring visits for a committee policy and the board code of conduct. It is a statutory duty in legislation to report back at the next meeting following a monitoring visit

To monitor a statutory function of the board and report back, ensuring the statutory responsibilities are fulfilled. It is expected that three monitoring visits will be made to the school during the year, unless school circumstances necessitate more. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between trustee(s) and the lead professional at the end of the day as mutually agreed. **Trustees will follow DfE guidance in relation to performing their monitoring roles. This may include the need to consider monitoring virtually**

Individual Delegated Responsibilities:

- To ensure full understanding of the delegated role.
- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure holding to account by questions asked against the statutory regulations and answers documented and reported back to the board as part of the next meeting supporting papers.
- To ensure key questions are asked and collective constructive challenge is enabled at the board or committee meeting.
- To ensure any board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring of the subject.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.

All visits to the school will be arranged with reference to the executive lead/headteacher and in accordance with the Trustee Monitoring Visits for a Committee policy.

Reports will be submitted for factual check and comment by the headteacher within one week of the visit, and then be lodged with the clerk for distribution as soon as possible, at least seven days before the next board or committee meeting as appropriate.

The following delegated DfE identified trustee roles need to be appointed by the board.

- Safeguarding
- SEND
- Careers guidance
- Finance
- Health and safety

It is recommended that boards also carefully consider the following positions:

- Pupil Premium/catch up premium – to ensure the specialist one off 2020/21 funding designed to mitigate the effects of the unique disruption caused by COVID-19 has impact, including with reference to most vulnerable and disadvantaged.
- Training and development – DfE recommended for focus on the development needs of the Board
- Wellbeing

Before undertaking any monitoring, governors will read the Monitoring policy, Board Code of Conduct and the School Staff Code of Conduct

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables ALL board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making

Statutory delegated governors

| | |
|--|----------------------------|
| Finance governor | Chris Browne |
| SEND | Sarah Mendoza |
| Safeguarding (including child protection) | Yvonne Herbert |
| Health and safety | Hilary Hendry (Tim Hewett) |
| Careers guidance (secondary) | Donal Watkins |
| Training and development governor | Hilary Hendry |

| | | | |
|--|-----------------|----------|-----------|
| Pupil premium/catch up premium | Mildred Johnson | | |
| Wellbeing | Vicki Meacham | | |
| Any other governor monitoring roles in accordance with school priorities, add as rows below | | | |
| Agreed by the board on | 14 | 5 | 21 |
| Review Date | 13 | 5 | 22 |

| Borden Grammar School | |
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| 2020-2021 Governor Monitoring Visits for a Committee Policy | |
| See separate document available on GovernorHub and attached to these terms of reference. | |
| <div style="border: 1px solid black; padding: 5px;"> <p>I agree to follow the agreed principles and procedures of this policy adopted by the board on (date)</p> </div> | |
| Signed and agreed by board | Date 14 5 21 |
| | |
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| | |

| Borden Grammar School | |
|---|---|
| 2020-2021 Code of Conduct for School Boards | |
| See separate document available on GovernorHub and attached to these terms of reference. | |
| <div style="border: 1px solid black; padding: 5px;"> <p>We agree to follow the agreed principles and procedures of this code of conduct adopted by the board on (date)</p> </div> | |
| Name of individual trustees (add below) Sarah Mendoza Yvonne Herbert Chris Browne Vicki Meacham Mildred Johnson Chris Easton Hilary Hendry Gerard Franks Donal Watkins Mark Bailey Liz Sutehall Jordan Weller Emma Carter Tim Hewett | Date 14 5 21 |
| Each trustee MUST sign and retain their individual copy of the code of conduct | COVID security for signature when face to face meetings re start |
| Signed and agreed by board | Date 14 5 21 |

Borden Grammar School

Terms of Reference for Panel Hearings

- To make any decisions under the board's personnel procedures e.g. disciplinary, grievance, capability, bullying and harassment where the headteacher is the subject of the action.
- To make any decisions under the board's personnel procedures e.g. disciplinary, grievance, capability, bullying and harassment unless delegated to the headteacher.
- To consider any appeals against a decision to dismiss a member of staff or to a decision short of dismissal e.g. disciplinary, grievance or capability.
- To make any determinations on behalf of the board in relation to staff redundancy and redundancy appeals.
- To make any determinations on behalf of the board in relation to any pay appeal.
- To make any determination or decision under the board's school complaints procedure.
- To consider any representations by parents in the case of an exclusion (in accordance with the Statutory DfE Exclusions Guidance).
- To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination (in accordance with the Statutory DfE Exclusions Guidance).
- All panels are to be convened by the clerk to the board.
- All panels will follow the relevant board approved policy, procedure and guidance
- All panellists will undergo training to understand their roles and responsibilities
- All panellists will be unbiased and understand the remit of their decision making as described within the relevant policy

NB

- **Any trustee who has participated on a panel for a staffing decision, cannot sit on the appeal panel**
- **Staff trustees should not sit on panels**

Membership [not less than 3]

Any three governors from a pool of governors [comprising the whole board], who are:

1. Suitably qualified to undertake the role, and not tainted.
2. Available on the date specified

The headteacher is disqualified from serving in this role.

Any governor having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel.

Agreed by the board on

14 5 21

Review date

13 5 22

Borden Grammar School

Terms of Reference of the Headteacher Performance Management Panel

- To meet annually before the 31 December 2020 with the board appointed suitably experienced and qualified independent external adviser and headteacher. In following best practice, the headteacher appraisal will be the first staff appraisal performed to enable headteacher objectives being reflected within other whole school staff performance management objectives to drive the school forwards.
- Inform the headteacher of the standards against which their performance will be assessed
- To review, in consultation, with the independent external advisor, the performance of the headteacher against the agreed appraisal objectives and determine the recommendation on pay progression.
- To consult with the independent external advisor to set challenging but achievable headteacher appraisal objectives for the coming year ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART).
- Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination following consultation with the external adviser, with the provision for the headteacher to record any disagreement if required.
- To prepare and agree the headteacher appraisal review statement, and report to the board the completion of the process.
- To monitor through the year, including a mid-year review meeting, the performance of the Headteacher against the agreed objectives and to ensure that appropriate support and development opportunities are provided.
- To make recommendations to the board in respect of pay progression.

Where serious weaknesses are identified in the headteachers performance then this procedure should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the headteacher's performance has reached the required standard.

Membership three trustees, including the chair of the board, though not the vice chair as well. The chair of the board will not take the role of the panel/committee chair.

Neither the headteacher nor staff governors may serve on this group.

Mildred Johnson (Chair)

Sarah Mendoza

Donal Watkins

Agreed by the board on

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| 14 | 5 | 21 |
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Review date

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| 13 | 5 | 22 |
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Borden Grammar School

Terms of Reference for the Pay Committee

The board will delegate all pay decisions in accordance with the school's pay policy the pay committee will act in accordance with the pay policy. it is the role of the pay committee to:

- To determine the pay progression to be awarded to individuals as delegated within the pay policy.
- To apply the criteria set out in the school's pay policy and consider fully the recommendations made by the headteacher regarding an individual's pay.
- To ensure all employees are made aware of the outcome of their individual pay review in writing within ten days of the decision making.
- Where pay decisions are made by a pay committee – the headteacher may provide professional advice and guidance to the panel to assist with decision making.
- To consider fully all recommendations made by the headteacher regarding an individual's pay progression.
- To maintain an accurate written record of all meetings, recording the reasons for the pay decisions taken and having due regard to confidentiality.
- To report summary information regarding annual total budget for pay decisions to the board.
- To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner.
- To undertake an annual pay review for all staff/leadership group in accordance with the pay policy and reach decisions through the application of any relevant criteria measured by the school's performance appraisal process.
- To observe all statutory and contractual obligations.
- To recommend to the board changes to the policy and to consult with staff and recognised unions on those proposed changes.
- To seek advice from the Local Authority where appropriate.

All decisions made by the pay committee will take due account of the appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the leadership group should be made without undue delay. These should be completed prior to or on 31 October 2020 for teaching staff.

Membership [three trustees]

Membership of the pay committee will not be open to anyone who could benefit financially, directly or indirectly from such membership or any of the decisions of the committee.

Neither the headteacher nor staff governors may serve on this group. Schools/academies will need to consider carefully the membership of the committee and appeals committee to ensure the right composition. In particular they should avoid both the chair and vice chair of governors being members of the pay committee as this will inhibit one of these key, senior roles being available for any pay appeals that may arise.

Chair of pay committee : Yvonne Herbert

Pay Appeals : Chris Browne

Vicki Meacham

Chris Easton

TBC

Sarah Mendoza

Agreed by the board on

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Review date

13

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Standing Order for Meetings of the Board

Trustees are expected to:

- Arrive in good time for the start of any meeting, having read all the paperwork in connection with the agenda, and prepared with questions to ask or comments to make.
- Comply with any DfE governance guidance regarding meetings
- Have read and have access to the latest school improvement plan and be familiar with its milestones and priorities.
- Limit discussion to policies and actions and not people, ensuring constructive challenge, support and celebration is captured within the minutes.
- Understand their strategic role and not stray into the operational.
- Participate in discussion and listen to the views and comments of others.
- Work collectively as a team acting with integrity, objectivity and honesty and in the best interests of the school.
- Collectively ensure all board decisions are strategic and not operational.
- Be brief and adhere to any time limits placed against agenda items.
- Take regard of the advice and guidance given by the paid governance professional - the clerk
- Follow up on action points between meetings
- Comply with the code of conduct

The following persons have the right to attend all meetings of the board

- headteacher
- clerk
- any trustee

The following persons will be invited to attend regular meetings of the board - deputy headteacher, members of the senior leadership team, bursar.

Board meetings will be held at the school three **times each year**, in terms 2, 4 and 6, with a combined business and board meeting in term 2. The clerk (assisted by school) will prepare a suggested calendar of meeting dates for the following academic year for approval at the last meeting held in term 6 of the preceding academic year following evaluation of impact of the governance structure.

The clerk to the board will prepare a draft agenda, which will be finalised and approved by the chair. Trustees wishing to place items on the agenda should give notice to the clerk and provide a copy of any supporting papers. **Trustees must, in complying with legislation, submit monitoring visit reports or any other documents to the clerk in time for the agenda and supporting documents to be circulated.**

Items of 'Any Other Business' will be taken at the beginning of the meeting and either added to the agenda, delegated to a pair, or placed on the agenda of the next meeting.

Voting, where necessary, will normally be taken by a show of hands; however, the chair may determine a secret ballot where this has been requested by two or more trustees. Where there is an equal division of votes the chair will have a second or casting vote.

The board may agree to operate virtual governance at some or all their meetings. Virtual governance can only be by means of telephony or video conferencing. For maintained schools, proxy voting or decision making in advance of the meeting is not permissible by governance legislation. Decisions can only be made following trustee attendance and informed discussion at a quorate meeting. To enable virtual governance the following needs to be considered, approved, evidenced in the minutes and followed in practice.

- How to ensure integrity of confidentiality is upheld.
- How trustees may participate within a virtual meeting
- How to ensure the meeting will always remain quorate
- How to manage virtual voting – especially by secret ballot
- Technology required and capable of working within school intranet/internet system if necessary

All meetings will be convened by the clerk. Any three members of the board may request a meeting by giving written notice to the clerk, which includes a summary of the business to be transacted. The clerk will then prepare an agenda to call a meeting.

Each meeting will commence at 4pm and will be limited to **2 hours** in duration. Where business has not been completed within the agreed time, those governors present may resolve to continue the meeting in order to complete the agenda. Any business not completed will form part of the agenda for the next meeting.

Draft minutes will be approved for email circulation by the chair within three weeks of the meeting, before being formally approved by the board at the next meeting.

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| Agreed by the board on | 14 | 5 | 21 |
| Review date | 13 | 5 | 22 |

Borden Grammar School

Standing Order for the Election of Chair and Vice Chair

This model document may be amended for use in multi academy trusts or single academy trusts in line with their articles of association)

Guiding Principles

- The board **must** elect a chair and a vice chair. (The School Governance (Roles, Procedures and Allowances) Regulations 2013 – para 7.1)
- When the office of chair or vice chair becomes vacant, the board must elect a new chair or vice chair at their next meeting.
- If both chair and vice chair positions become vacant, the board **must** hold an extraordinary meeting, as convened by the clerk, to elect a chair.
- There are no regulations covering the process of election with the exception of the need for the candidate(s) to withdraw from the meeting when a vote is taken.
- Boards are free to, and should, agree an election process. Best practice is for written nominations in advance with supporting statement to include the skills present to undertake the role.
- Trustees who are paid to work at the school, for instance the headteacher and the staff governors cannot be elected as chair or vice chair.
- The process must be fair, open and transparent.

Factors the board should consider in agreeing their election process are:

- How long the chair and vice chair will serve (you may wish to consider different terms of office. Best practice is one year)
- Whether a trustee can be re-elected and whether there should be a limit to the number of terms a trustee could serve in the position of chair or vice chair. (Recommendation, no more than six years in the role of chair). You may like to consider succession planning, individual governor and board development, workloads and the involvement of all governors.
- Whether a trustee can stand for office if they are unable to be present at the meeting.
- How nominations will be made (in writing in advance of the meeting via the agenda or verbally at the meeting, with or without a supporting written or verbal statement.)
- Whether a candidate will self-nominate or be proposed (and seconded if wished) by trustees.
- Whether there will be a secret ballot or show of hands (and whether this would vary depending on the circumstances i.e. in all cases or only where there is more than one candidate.)
- How the board would treat a tie in votes (would candidates have the opportunity to speak to the board about why they want to be the chair or vice chair followed by another vote, would it be by another method?)

The role of the chair of the board

- To ensure the business of the board is conducted properly in accordance with legal delegation requirements.
- To ensure that meetings are run effectively, focusing on the priorities and making best use of the time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making
- To establish and foster an effective relationship with the headteacher based on trust and mutual respect for each other's roles.
- To establish and foster a good relationship with the clerk based on professional respect for each role.

Good Practice Example

- The board resolves that the following process will apply to the election of chair (and vice chair) of the board (provide a brief outline of the role):
- The chair and vice chair will serve for a period of between one and three years (one is usual).
- The clerk will take the chair to conduct the election of the chair and the newly elected chair will conduct the election for the vice chair using the same procedure.

Either

- a) The clerk will invite trustees to self-nominate by a closing date no later than one week before the date of the meeting at which the election is to be held.

or

- b) Trustees will be asked to propose nominations to the clerk by a closing date no later than one week before the date of the first board meeting of the academic year. The clerk will provide a form for this purpose, which will allow for nominations to be seconded before submission (if required).
- The clerk will include the names of all candidates for election on the agenda for the meeting at which the election is to be held and send it to Trustees at least seven days in advance of the meeting.
 - The candidates will be asked to leave the room, having outlined the skills they have for the role, whilst the election takes place and the outcome discussed.
 - Trustees will discuss the skillset of nominees for the role prior to taking a vote by secret ballot conducted and counted by the clerk.
 - Candidates will be allowed to vote (including for themselves) before leaving the room.
 - In the event of a tie, each candidate will be given the opportunity to address the board before a further vote is taken. (If a candidate cannot attend the meeting, a supporting statement may be requested in advance of the meeting.)
 - If no advance nominations have been received for the office of chair, the clerk may seek nominations at the meeting.

If no chair is duly elected, the vice chair **must** be appointed to chair for the remainder of the meeting and act as chair until the next meeting. The board **must follow its statutory requirement to** elect a chair at its next meeting. If no chair is duly elected at its next meeting, concerns will be raised on the capacity of leadership and governance under schools causing concern guidance.

Following the election of the chair, the new chair will conduct the election of a vice chair using the same procedure.

| Agreed by the board on | | | |
|------------------------|---|--------------|------------|
| Sarah Mendoza | Term of chair – 1 year (extended due to covid) | Elected date | 01/09/2019 |
| Yvonne Herbert | Term of office – 1 year (extended due to covid) | Elected date | 01/09/2019 |

Standing Order for the appointment of Co-opted Governors

Guiding Principles

The board may decide the process for the appointment of co-opted trustees.

Factors the board should consider in agreeing their appointment process are:

- What skills are required to support the board at the time of the vacancy.
- How and where vacancies should be advertised.
- Whether a candidate will self-nominate or be proposed [and seconded if wished] by trustees .
- What information the board needs from each candidate to support their nomination i.e. a statement of so many words, interview with, or presentation to the board or alternatives as appropriate.
- Whether there will be a secret ballot or show of hands [and whether this would vary depending on the circumstances i.e. in all circumstances or only where there is more than one candidate.
- How the results will be notified to the candidates.
- How often the process will be reviewed.
- The process must be fair, open and transparent.
- **The process must be agreed by the board prior to use**

Example

1. The co-opted trustees are appointed by the board. They are people who in the opinion of the board have the skills required to contribute to the effective governance and success of the school.
2. The board may choose to advertise the vacancy broadly to reach as wide an area as possible. Priority should be given to candidates with the skills that the board has identified via its current skills audit, this expertise would enable the board to work more effectively.
3. The identified skills should be clearly stated when notifying/advertising the vacancy.
4. Where two or more names are put forward, prospective co-opted trustees could be asked to prepare a brief statement of no more than 250 words, explaining their background and why they wish to be appointed.
5. Candidate statements should be circulated to all members of the board prior to the meeting at which any appointment will be considered.
6. At the next meeting of the board, trustees would be invited to vote as agreed by the board by either a show of hands or by secret ballot; the process is to be managed by the clerk
7. In the event of a tie, the governors may agree to discuss the nominations in more depth and take a further vote; however as explained in 2013 Roles, Procedures and Allowances Regulations (14.4) where there is an equal division of votes the chair, or the person who is acting as chair for the purposes of the meeting (provided that such person is a governor), will have a second or casting vote.

The clerk should announce the result, with the candidate polling the most votes being duly appointed subject to a satisfactory DBS being received. The minutes should clearly reflect the process of voting and the outcome

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| Agreed by the board on | 14 | 5 | 21 |
| Review date | 13 | 5 | 22 |