



Handbook for New LGB Members



Mission Statement



At our school, we are proud to be a Rights Respecting School where every child is valued, heard, and supported. We strive to create an environment where children feel safe, happy, and ready to learn, enabling them to grow into healthy, confident, and successful individuals.

Through high expectations, inspiring teaching, and a caring community, we empower our pupils to develop the knowledge, skills, and character they need to achieve their ambitions and make a positive difference in the world.



Aiming High To Reach Our Goals



Introduction

Welcome to your new governor induction pack produced by Local Governing Body (LGB) members. This pack helps to explain the roles and responsibilities of being a Governor, how the Governing Body is structured in our school and how the Governing Body carries out its duties.

This pack includes the following:

- The responsibilities of a Local Governing Body Governor
- The different types of Governor
- The responsibilities of the Headteacher, Leadership Team and the Chair of Governors
- Being an effective Governor
- The Governing Body membership and structure
- Useful terms and abbreviations

Relevant supporting information can be found on the school website:

<http://newallgreen.manchester.sch.uk/>

Useful Links:

Welcome to Governance LIVE

[Welcome to Governance LIVE](#) free virtual sessions will complement any local school, Trust or LA induction sessions and explore how to make an impact in the first six months.

NGA Learning Link e-learning

NGA Learning Link subscribers can access over [50 e-learning modules](#), including [a suite of 8 modules covering key governance areas](#), perfect for those new to governance or those looking for a refresher.

Before becoming a Governor in our school, we would ask you to complete:

- A pecuniary interests statement
- A skill matrix

Many new Governors have confessed to being quite bemused during their first meetings and some feel unprepared for the barrage of papers with which they were greeted. In order to be effective, every Governor needs some basic knowledge about their school and needs to be able to set this against a wider understanding of education. For both new and experienced Governors there are training courses run by the Local Authority (LA). All Governors are encouraged to take advantage of the training on offer. These courses are free of charge to Governors.

What School Governors Do

A school governing body has a strategic role in the development of the school but does not become involved in day-to-day management issues – that is the role of the Headteacher.

You are there to:

- **Act as a critical friend** - provide the Headteacher with support and offer advice and information but also to provide some challenge. The governing body is there to monitor and evaluate the school's effectiveness and Governors should therefore be prepared to ask challenging questions.
- **To ensure accountability** - the Headteacher and staff report to the governing body on the school's performance. In turn the governing body is accountable to all stakeholders on the school's overall performance.

Different types of Governor at Newall Green Primary School:

Parent Governors - parents or carers elected by other parents or carers with children at the School or, on occasion, appointed by the governing body.

Staff Governors – the Headteacher and staff members elected by teaching and support Staff.

Trust Appointed Governors - individuals chosen by Governors from the local community who represent community interests.

Associate Members - a discretionary category appointed by the governing body from individuals who may be able to make specific contributions, but who is not a Governor and has no vote at full governing body meetings but may have limited voting rights at committee level.

Specific responsibilities of the Local Governing Body (LGB):

- Help to decide the priorities for the school when the school improvement plan is being developed
- Ensure the national curriculum is taught to all pupils
- Set targets for pupil achievement
- Compare the performance of their school to similar schools
- Receive information about the quality of teaching in the school
- Ask challenging questions
- Help develop school policies and procedures

Governing Bodies Don't:

- Inspect the school
- Report on the quality of teaching after visiting the school
- Authorise all expenditure
- Share concerns about staff capability
- Decide on how pupils are taught different subjects
- Have the right to exclude a pupil
- Write the school's policies on their own

- Rubberstamp recommendations from the Headteacher
- Automatically approve all apologies for absence for meetings sent by Governors
- Need to be aware of the performance objectives which had been set for individual teachers write the OfSTED action plan

The key responsibilities of the Headteacher are:

- The internal organisation, management and control of the school
- Performance Management of all staff
- Formulating aims, objectives and policies for the governing body to consider adopting
- Advising on and implementing the governing body strategic framework
- Giving Governors the information they need to help the school raise its standards
- Reporting on progress at each business meeting

The key responsibilities for the Leadership Team are:

- To support the Headteacher in the day to day running of the school
- To oversee an OFSTED area for the next inspection

The Chair of Governors is responsible for: (as listed by OfSTED)

- Giving a clear lead in organising the governing bodies work, delegate and ensure other Governors are fully involved
- Managing meetings effectively
- Keeping other Governors fully informed
- Holding regular meetings with the Headteacher
- Co-operating with other agencies to support school improvement

The Chair has a pivotal role to play in helping the governing body work as a team. The Chair must have a clear view of the governing body and understand the shared visions for the school and know how that vision is to be achieved.

Being a school Governor, what makes an effective school Governor?

- You care about improving children's educational attainment
- You want to work as part of a team and can value and respect the contribution made by different people
- You are willing to listen, learn and to ask questions
- You are open to ideas and have a feel for what is important to people
- You are enthusiastic
- You can commit time and energy
- You will attend relevant training

What does the effective Governor need to be familiar with?

- The recent history of the school
- The type of school and the nature of the pupil intake

- The number of pupils on roll and projected future numbers how the school is staffed, organised and managed
- The status of the school budget
- The contents of the school improvement plan
- The curriculum provided at the school
- The range of extracurricular activities on offer and the nature of any extended services
- The school policies
- How the school communicates with parents, other schools and the community
- The layout of the buildings, grounds, their suitability and state of repair

How much time do Governors give?

A Governors term of office is usually for four years, but as a volunteer you can resign at any time. Your main task is to attend meetings of the school governing body. Business meetings of the full governing body normally take place four times in a year; two in the autumn term, one in the spring term and one in the summer term but may meet more frequently depending upon current issues.

We actively encourage our Governors to visit school as part of their role in monitoring and evaluation to observe practice, meet with staff and to familiarise themselves with the school. Governors are usually welcome, by invitation, to attend school performances, events and some staff training. All Governors are encouraged to be aligned to at least one subject within school. This gives Governors an opportunity to build a relationship with staff and to champion this subject at meetings of the governing body which focus on curriculum development. We recognise that not all Governors can visit school during the day due to work commitments.

Be prepared for a meeting:

- Read the papers before the meeting
- Know who all the Governors are (Governors could be asked to wear name labels to help you)
- Make sure you have all the necessary papers prepare your thoughts and questions before the meeting
- Bring with you a pen, your diary and your annotated papers

Attendance

Any Governor who, without permission, is absent from meetings of the full governing body for a continuous period of six months will cease to be a Governor. If you need to offer apologies for a meeting this should be done through the Chair or the clerk in advance of the meeting with the reason for your absence noted.

Confidentiality

Governing body meetings are not open to the public. Visitors may attend by invitation but may be asked to leave if a confidential item is discussed. Governors observe confidentiality regarding proceedings of the governing body in meetings and from their visits to school as Governors. How an individual Governor votes should always be regarded as confidential. The minutes of any part of the meeting that are confidential should be kept separate. In the main confidential items will be those where the privacy of an individual needs to be respected.

Governors and the law

The intention of the law is that Governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Any old documents Governors wish to dispose of should be shredded, given the sensitive nature of some of the information.

Frequency, notice & duration of meetings

You will usually be given a terms notice of the next full governing body meeting date. You should receive your papers for the formal full governing body meetings seven days before the meeting with the papers setting out details of the date, time and place. Committee meetings are organised by the committees and contact is made by email or telephone giving Governors details of agendas or necessary information they need for a meeting.

Agenda

The agenda, which will be contained with your notification for the meeting, will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or clerk a few weeks before the meeting. If “Any Other Business” features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

Quorum

If a meeting of the governing body cannot be held for a lack of a quorum (50% of current membership) or has to be terminated on that account before all agenda items have been completed, the clerk must convene a further meeting as soon as reasonably practicable. If the governing body decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the clerk to convene that meeting accordingly.

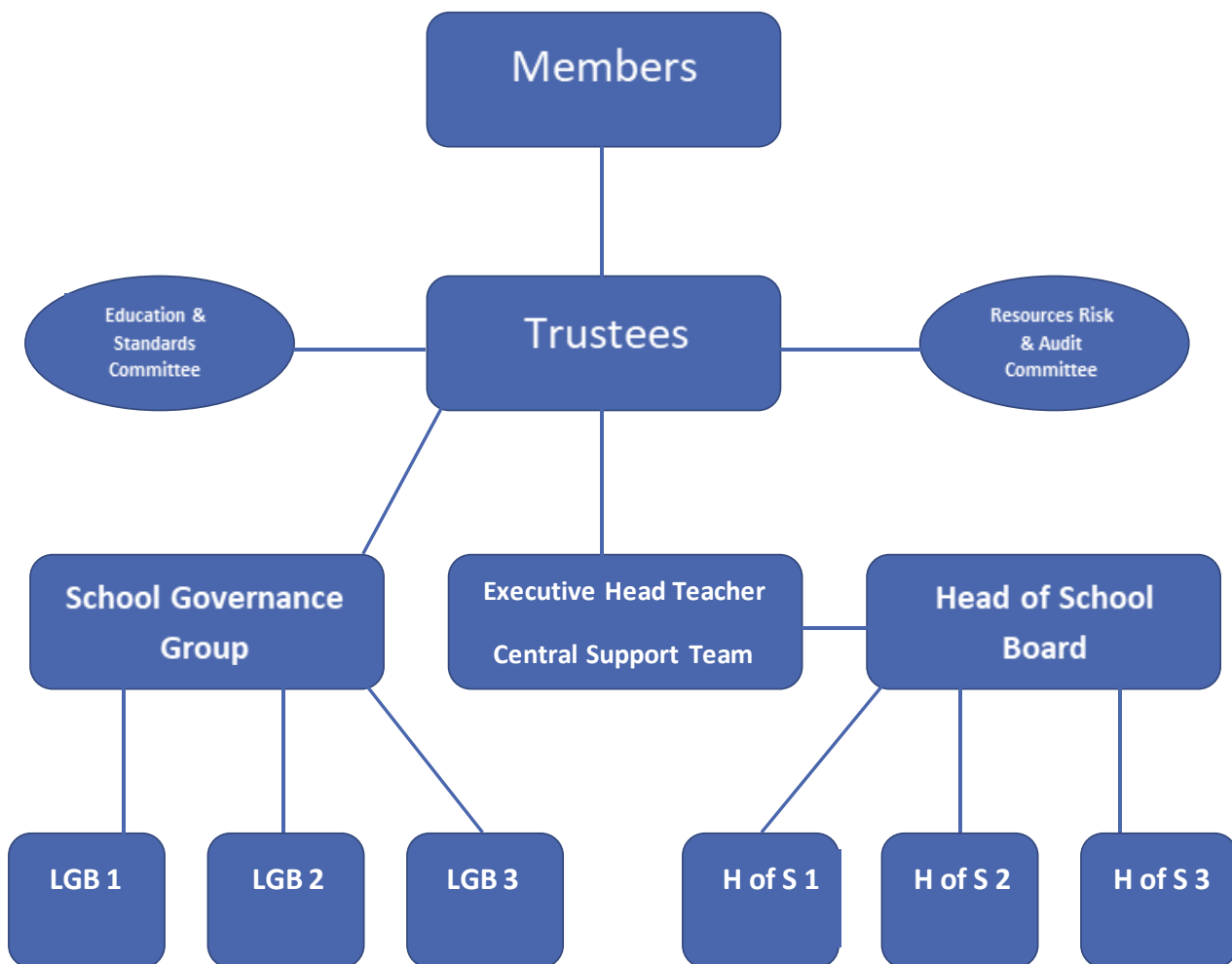
Register of Pecuniary Interests

Governors and school staff have a responsibility to avoid any conflict between their business and personal interests and affairs and the interests of the school. Each Governor is required to complete this register each year. A copy for you to sign is included in the supporting information and needs to be returned to the Headteacher the policy explains the process this is included.

Minutes

The clerk takes minutes of the Business meetings which are a record of what happens at that meeting. Minute takers at committee meetings are agreed at the start of the meeting. Once approved by the full governing body, the minutes are a public record and are displayed in the school.

The Cherry Tree Trust Multi Academy Trust Structure



Trustees Core Functions: The Academy Trust’s objects (“the Objects”) are specifically restricted to the following:

1, 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 (“the mainstream Academies”) or educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them (“the alternative provision Academies”) or 16 to 19 Academies offering a curriculum appropriate to the needs of its students (“the 16 to 19 Academies”) or schools specially organised to make special educational provision for pupils with Special Educational Needs (“the Special Academies”)

2, To promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

Trust Board Members (Trustees)

Terms of Reference for The Cherry Tree Trust – Members

Membership A minimum of three Members at any one time.

The Headteacher will be in attendance; the Clerk will convene and minute meetings

Quorum A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.

Meetings One meeting a year unless The Trustees call a General Meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a General Meeting in accordance with that Act.

Reporting Minutes to be submitted to the Trust within three weeks of the meeting

Functions -Remit

Ensure the 'Objects' of the Cherry Tree Trust are adhered to as set out in the Articles.

- Appoint or Remove Trustees.
- Appoint / Remove External Auditors.

Name	Member
Phil Moore	Member
Barry Dawson	Member
Simon Young	Member
John Anderson	Member
Jim Liggett	Member

Terms of Reference for The Cherry Tree Trust – Trust Board (TB)

Specific responsibilities of the Trustees:

- Set the overall budget for the school
- Decide on the number of staff
- Decide on the level of pay for teachers
- Ensure health and safety issues are addressed
- Appoint committees of Governors to look at specific issues such as finance, staffing, curriculum and premises.

Membership A minimum of five and a maximum of nine committee members.

The Headteacher will be in attendance; the Clerk will convene and minute meetings

Quorum A minimum of three committee members appointed by the Trust

Meetings Four meeting a year, two in the autumn term, one in the spring term and one in the summer term

Reporting Minutes to be submitted to the Trust within three weeks of the meeting

Functions- Remit

- Ensure clarity of Vision, Ethos and Values ensuring a strategic direction.
- Hold the Headteacher to account for the educational performance of the schools within the CTT.
- Oversee the financial performance of the schools within the Trust ensuring that the Academy Trust handbook is complied with.

Cherry Tree Trust – Trust Board (TB)

Name	Governor Type	End of Term of Office
Andrew Wild	Director / Trustee (Chair)	31/10/2027
Jo Reynolds	Director / Trustee	17/06/2029
Roger Stone	Director / Trustee	04/11/2025
David Thomas	Director / Trustee	01/01/2026
Mark Chapman	Director / Trustee	20/09/2027
Sarah Rudd	Executive Head / Executive Head	

Cherry Tree Trust Sub Committees

Headteachers Performance Management

Andrew Wild Chair

David Thomas

Jo Reynolds

Audit, Risk & Finance Committee

Jo Reynolds Chair

Roger Stone

David Thomas

Remit for the Audit Risk & Finance Committee

- Employees of the Trust should not be audit and risk committee members, but the Accounting Officer and Chief Financial Officer should attend to provide information and participate in discussions.
- The Chair of Trustees should not be chair of the Audit and Risk & Finance Committee.
- Where the audit and risk committee are combined with another committee, employees should not participate as members when audit matters are discussed.

Quorum – both members of the Committee

Meetings -Three meetings a year.

Reporting

Minutes to be submitted to the Trust within three weeks of the meeting.

Annual Governance Statement to reflect the Annual Summary of Internal Scrutiny by 31st December.

Functions /terms of reference

- oversee and approve the Trust's programme of internal scrutiny
- ensure that risks are being addressed appropriately through internal scrutiny
- report to the board on the adequacy of the Trust's internal control framework, including financial and non-financial controls and management of risks.

- Advise the Board and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks.
- Advise the Board on the appointment, re-appointment, dismissal and remuneration of the external auditor.
- Advise the Board on the need for and then, where appropriate, the appointment, reappointment, dismissal and remuneration of an internal auditor or other assurance provider.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Receive reports (assignment reports, annual reports, management letters etc) from the external auditor, internal auditor and other bodies, for example the EFA, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information or action.
- Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to agreed implementation dates are reasonable.
- Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- Ensure appropriate cooperation and coordination of the work of the external auditor and internal auditor.

Agreed programme of work for 2022-2026;

Area to be audited	Purpose	Dates
Governance	To provide assurance that the Governance delegation of duties is being actioned.	13 th March 23
Payroll	To provide assurance that the Payroll procedures are robust and used correctly.	10 th July 23
Building	To provide assurance that assets are being maintained, following the improvements made in 2021-2022.	Autumn
Safeguarding		2023-2024
Site Management		2023-2024
Absences for staff		2023-2024
Absences for pupils		2023-2024
SEN		2024-2025
Data Protection		2024-2025
IT Use & Cyber Security		2024-2025
Security		2025-2026
Pupil Premium		2025-2026
SEN Unit		2025-2026

Review the ratings and responses on the risk register to inform the programme of work, ensuring checks are modified as appropriate each year

Risk recorded on Risk Register	Risk rating	modifications

Newall Green Primary School Governors (LGB)

Membership - A minimum of seven and a maximum of nine committee members to include:

- Two elected parents
- One elected member of staff
- Four committee members appointed by the Trust, one of whom will be the chair

The Deputy Headteachers will be in attendance; the Clerk will convene and minute meetings

Quorum -A minimum of three committee members appointed by the Trust

Meetings

Six meetings a year, two in each term. This may be a drop in day, informal meeting or a formal meeting.

All meeting dates are circulated at the start of the year and can be found in our Operational Procedures Manual.

The meeting Leads will be the Deputy Headteachers.

Reporting

Minutes to be submitted to the Trust within three weeks of the meeting

Functions

The Local Governing Board (LGB) acts as a key link between the Trust, parents, and the wider community, ensuring effective communication and accountability. The LGB contributes to the Trust's oversight and management of the school by undertaking the following delegated functions:

1. Understanding and Monitoring the Trust's Ambitions

- Develop a clear understanding of the Trust's vision and strategic ambitions for the school and its pupils.
- Ensure these ambitions are reflected in the School Development Plan (SDP).
- Monitor the implementation of the SDP in line with the actions and priorities outlined in the plan.

2. Support and Challenge

- Provide effective support and challenge to school leaders to ensure that the curriculum, teaching, and learning environment are of the highest quality and meet the needs of all pupils.

3. Monitoring the Work of the School

- Oversee and review the school's performance, escalating any concerns to the CEO and/or Trustees as appropriate.

- This includes:
 - a. Scrutinising reports on the school's progress towards achieving its strategic aims.
 - b. Reviewing reports on compliance with key Trust and statutory policies.
 - c. Visiting the school during the day and attending school events to gain first-hand insight.

4. Reviewing Key Decisions

- Review significant decisions made by the school's leadership, particularly those related to the implementation of the School Development Plan and responses to complaints, to ensure transparency and accountability.

Name	Governor Type	End of Term of Office
Tracey Rawlins	Chair of LGB	05/10/2026
Liz Mulligan	Parent Governor / Vice Chair	31/10/2027
Charlotte Cooper	Trust Appointed	01/01/2026
Robert Pattison	Trust Appointed	18/01/2027
Pauline Powell	Trust Appointed	29/09/2029
Jason Baines	Parent Governor	29/09/2029
Steph Ashton	Staff Governor	31/10/2027
Hannah Jones	Teacher Governor	16/12/2028
Dianne Harris	Chief Financial Officer / Business Manager	

Academy Trust Link Governor / Trustee Roles

This table summarises key link governor (or link trustee) roles commonly used in academy trusts, aligned to the DfE Governance Guide, Academy Trust Handbook (ATH), and relevant education legislation. It distinguishes between statutory duties and best practice roles for effective governance oversight.

Link Role / Focus Area	Key Responsibilities / Activities	Legal / Governance Source	Statutory or Best Practice	Name
Safeguarding Link Governor	Acts as the board's strategic lead for safeguarding. Liaises with the Designated Safeguarding Lead (DSL), monitors safeguarding compliance and culture, and ensures the board receives regular assurance. Reports to the board and supports the chair and CEO in ensuring compliance with KCSIE.	Education Act 2002, s.175; Keeping Children Safe in Education (KCSIE); DfE Governance Guide; Academy Trust Handbook.	Statutory	Pauline Powell
SEND Link Governor	Monitors and challenges provision for pupils with special educational needs and disabilities (SEND). Liaises with the SENCO, ensures compliance with the SEND Code of Practice, and	Children and Families Act 2014; SEND Code of Practice; DfE Governance Guide.	Statutory	Liz Mulligan

	provides assurance on inclusion.			
Pupil Premium / Disadvantaged Pupils Link Trustee	Oversees how pupil premium and recovery funding are used and monitored. Ensures impact evaluation and that reporting requirements are met.	Academy Trust Handbook; DfE Pupil Premium Guidance; Governance Guide.	Best Practice (statutory requirement for reporting)	Andrew Wild
Finance & Risk Link Trustee	Provides assurance to the board on financial oversight, internal controls, and risk management. Reviews management accounts, risk registers, and compliance with the Academy Trust Handbook.	Academy Trust Handbook (ESFA); Companies Act 2006; Charities Act 2011.	Statutory	ARF committee
Health & Safety Link Trustee	Monitors compliance with health and safety legislation, policies, and procedures. Receives reports on incidents, risk assessments, and training compliance.	Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999.	Statutory	ARF committee
Training & Development Link	Oversees board development, identifies training needs, and	DfE Governance Guide; NGA Governance Handbook.	Best Practice	Clerk

	monitors attendance at governance training. Ensures induction for new trustees and local governors.			
Equality, Diversity & Inclusion (EDI) Link Governor	Monitors compliance with the Equality Act and supports board and trust-level EDI priorities. Ensures the trust meets the Public Sector Equality Duty.	Equality Act 2010; DfE Governance Guide.	Statutory	Tracey Rawlins
Curriculum & Standards Link Governor	Provides oversight on curriculum intent, implementation, and impact. Monitors performance data, quality of education, and improvement plans.	Academy Trust Handbook; Ofsted Education Inspection Framework; DfE Governance Guide.	Best Practice	LGB
Wellbeing / Mental Health Link Governor	Champions wellbeing across the trust. Monitors workload, wellbeing strategy, and supports a positive culture for staff and pupils.	DfE Education Staff Wellbeing Charter; DfE Governance Guide.	Best Practice	LGB
Attendance Link				Jason Baines
Early Years Link				Robert Pattison

Attendance Link Trustee / Governor

Aspect	Description
Purpose / Focus	To provide strategic oversight and assurance to the board on pupil attendance across the trust (or within a school/local board). To ensure attendance strategies are effective, data is monitored, and statutory duties are fulfilled.
Key Responsibilities / Activities	• Meet periodically with the senior leader responsible for attendance. • Review attendance data and trends (overall, persistent absence, vulnerable groups, etc.). • Monitor the impact of attendance improvement strategies and policy implementation. • Ensure the trust/school complies with DfE “Working together to improve school attendance” (2022) guidance. • Support board challenge on attendance and persistent absence. • Report findings and assurance to the full board or local governing body.
Legal / Governance Source	• <i>Working together to improve school attendance</i> (DfE, 2022) — statutory guidance from September 2023. • <i>Education (Pupil Registration) (England) Regulations 2006</i> (as amended). • Academy Trust Handbook – requirement for boards to oversee educational performance and pupil welfare. • DfE Governance Guide – expectation for data-led oversight, including attendance.

EYFS

EYFS Link Governor / Trustee

Aspect	Description
Purpose / Focus	To provide strategic oversight of Early Years provision and ensure compliance with the statutory Early Years Foundation Stage (EYFS) Framework. To support and challenge leaders on the quality, curriculum, and outcomes of early education across the trust.
Key Responsibilities / Activities	• Meet regularly with the EYFS Lead to discuss curriculum intent, delivery, and outcomes for pupils in the Early Years. • Monitor how well the school/trust implements the Statutory EYFS Framework (learning, assessment, safeguarding, and welfare requirements). • Review and understand EYFS performance data (e.g. GLD – Good Level of Development). • Ensure the board receives assurance that staff have appropriate EYFS training and that environments meet statutory requirements. • Monitor the transition arrangements from EYFS to Key Stage 1. • Provide updates and assurance to the full board or local governing body.
Legal / Governance Source	• <i>Statutory Framework for the Early Years Foundation Stage</i> (DfE, updated 2024). • <i>Childcare Act 2006</i> and <i>Education Act 2011</i> (statutory basis for EYFS). • Academy Trust Handbook – board accountability for educational performance.

Aspect	Description
	• <i>DfE Governance Guide</i> – boards must ensure a broad and balanced curriculum and compliance with statutory frameworks.
Safeguarding Link Governor / Trustee	
Aspect	Description
Purpose / Focus	To provide strategic assurance to the board that safeguarding and child protection arrangements are effective across the academy trust. Acts as the board's dedicated lead for oversight of safeguarding practice, culture, and compliance.
Key Responsibilities / Activities	• Meet regularly with the Designated Safeguarding Lead (DSL) or trust Safeguarding Lead to review policies, procedures, and training compliance. • Ensure the board receives appropriate safeguarding reports (training completion, referrals, audits, incident trends). • Monitor implementation of Keeping Children Safe in Education (KCSIE) requirements, safer recruitment practices, and safeguarding culture. • Check that all staff, trustees, and local governors have up-to-date safeguarding training. • Review safeguarding policies and ensure annual approval by the board. • Triangulate information between safeguarding, attendance, behaviour, and wellbeing data. • Report to the full board, highlighting strengths, risks, and assurance levels.
Legal / Governance Source	• <i>Education Act 2002</i>, Section 175 – duty on governing bodies/trust boards to safeguard and promote the welfare of children. • <i>Keeping Children Safe in Education (KCSIE 2024)</i> – statutory guidance. • <i>Academy Trust Handbook 2024</i> – trustees' responsibility for safeguarding and compliance. • <i>DfE Governance Guide (2023)</i> – expectation that the board ensures robust safeguarding arrangements.

SEND Link Governor / Trustee

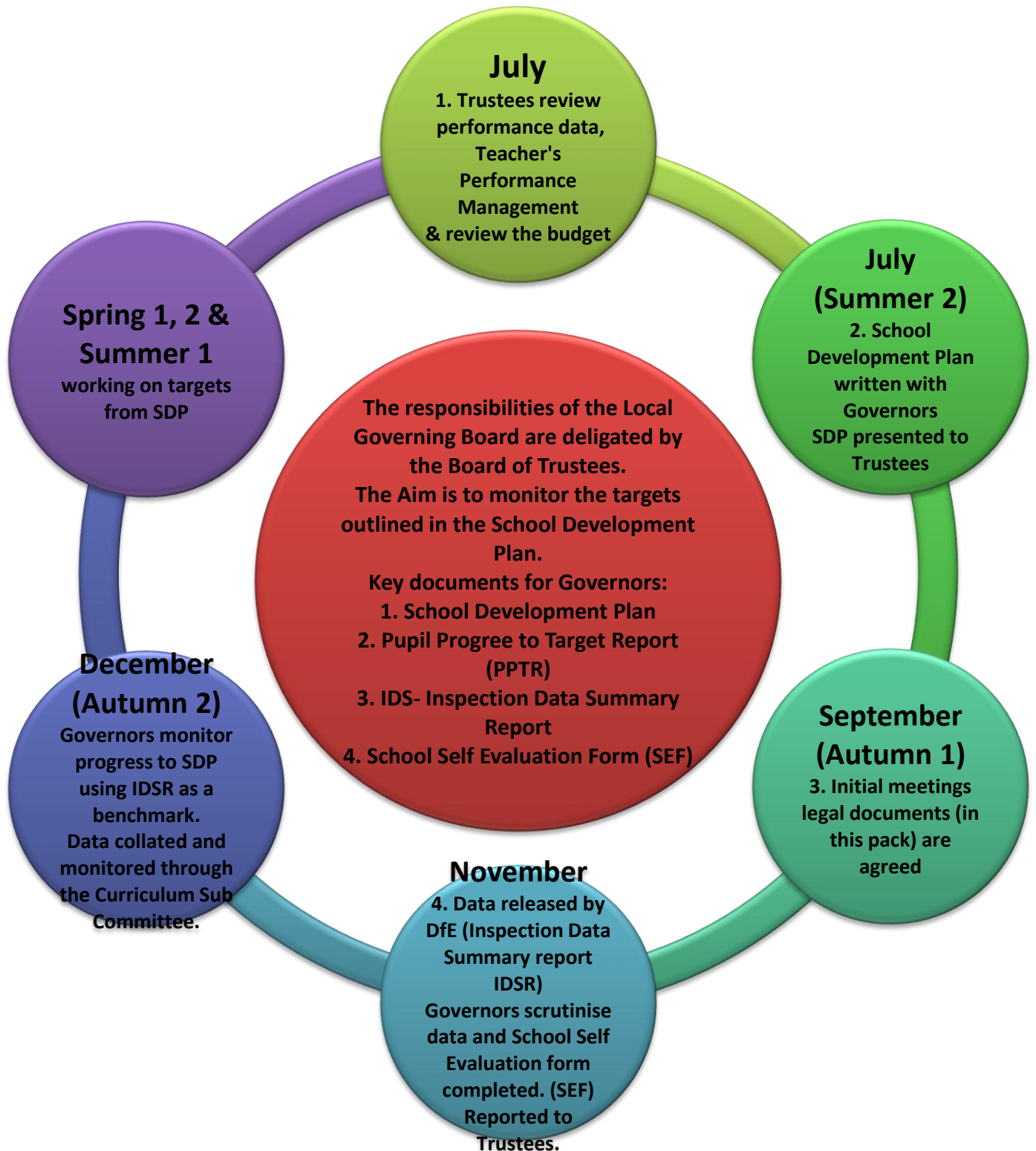
Aspect	Description
Purpose / Focus	To provide strategic oversight and assurance to the board on the quality and compliance of provision for pupils with Special Educational Needs and Disabilities (SEND). Acts as the board's specialist lead for SEND.
Key Responsibilities / Activities	• Meet regularly with the SENCO and relevant staff to review SEND provision, outcomes, and inclusion strategies. • Monitor how the trust implements the SEND Code of Practice (2015, updated guidance 2024). • Review data on SEND pupil attainment, progress, and interventions.

Aspect	Description
Legal / Governance Source	• Ensure the board is informed about compliance with statutory requirements (e.g., Education, Health and Care Plans, SEND support). • Monitor training and support for staff to meet SEND pupils' needs. • Report to the board on SEND strategy, provision quality, and impact on pupils' outcomes.
	• <i>Children and Families Act 2014</i> (Part 3 – SEND statutory duties). • <i>SEND Code of Practice (DfE, 2015, updated 2024)</i>.
	• <i>Academy Trust Handbook 2024</i> – board oversight of educational outcomes.
	• <i>DfE Governance Guide (2023)</i> – expectation for boards to monitor inclusion and outcomes for all pupils.

Equality, Diversity & Inclusion (EDI) Link Governor / Trustee

Aspect	Description
Purpose / Focus	To provide strategic oversight and assurance to the board that the trust is meeting its statutory and ethical responsibilities for equality, diversity, and inclusion. Champions a culture of inclusion and monitors how policies and practice promote equity across all pupils and staff.
Key Responsibilities / Activities	• Review and monitor the implementation of the trust's Equality Objectives and Public Sector Equality Duty obligations. • Monitor data on pupil outcomes, attendance, exclusions, and staff recruitment/retention by protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy/maternity). • Ensure policies (e.g., Anti-Bullying, Behaviour, Recruitment, SEND, Accessibility) are implemented and impact assessed. • Liaise with school leaders to understand challenges and initiatives to improve equality and inclusion. • Report to the board on progress, risks, and assurance relating to equality, diversity, and inclusion.
Legal / Governance Source	• <i>Equality Act 2010</i> – Public Sector Equality Duty. • <i>Academy Trust Handbook 2024</i> – board accountability for educational outcomes and compliance. • <i>DfE Governance Guide 2023</i> – expectation for boards to monitor equality and inclusion. • Ofsted Education Inspection Framework (EIF) – assesses how schools promote equality, diversity, and inclusion.

Annual Cycle of Governance



SAFEGUARDING

Safeguarding – NGPS complies with the legalisation outlined in Keeping Children Safe in Education 2021 (KCSIE) by:

- 1) Having a named Safeguarding Governor – Sarah Drake – (contact via Dianne Harris in Office) and Designated Safeguarding Leads (DSL) who are members of the Senior Leadership Team.



Tom Rudd
Designated Person
Safeguarding Lead



Sarah Rudd
Designated Person
Executive Head

Deputy Safeguarding Leads



**Elizabeth
Pattenden**



**Kirstie
McKenzie**



**Lisa
Redford**



**Evelyn
Uche**



**Sarah
Burton**



**Adam
Pattenden**



**Alec
Smith**



**Sophie
Tait**



**Cat
Campbell**



**Helen
Ackerley**



**Emma
Webb**

- 2) Having a current Child Protection Policy which outlines the procedures the staff in school use to protect children from adults and peers. This policy also outlines the types of neglect a child may experience and how to make a referral to gain help for the family or child.
- 3) Having a curriculum that educates children in keeping safe, within the home, school and community from adult abusers, peer on peer abuse and honour- based violence.
- 4) The Governors have outlined their expectations of Staff and visitors within school through the School Code of Conduct & there is a handout for visitors to school so that all the necessary information can be found quickly.
- 5) The Governors have worked with children to find their views about keeping themselves safe and their feelings about safety within school. From this work strong structures have been put into place that allow children to seek support if they are feeling unsafe by:
 - a) Having specific people that they are able to talk to.
 - b) Having a curriculum that develops understanding of how to stay safe, through PATHs, Circle time, anti-bullying week, Peace Mala assemblies & Peace Pals.

- c) Using support from people within school who can help pupils develop their understanding of their own personal safety such as Peace Pals.
- 6) Governors have set out the guidelines for the recruitment of suitable adults for positions within school by:
- a) Overseeing the 'Recruitment Policy & Procedures' policy.
 - b) Ensuring that all volunteers are DBS checked and appropriately supervised.
 - c) Being trained in Safer Recruitment
- 7) The Governors have appointed designated people to promote the educational achievement of LAC children, this is Vicki Murphy and Clare Mullally.
- 8) Governors check the single central record using a spot check approach or at least once termly.
- 9) The Governors have also read and understood the part they play in 'Keeping children safe in Education' which has been updated in September 2025.

Useful terms and abbreviations

A

Admission limit the maximum number of pupils intended to be admitted into any year of a school

AEN Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

ACE Advisory Centre for Education. A non-profit making campaigning body, which provides educational advice to parents and others

AMP Asset Management Plan

Appeals parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

Appraisal the periodic reviewing of staff to identify their future needs in terms of training and staff development generally

APR Annual Performance Review

AQA Assessment and Qualifications Alliance. The largest examining board in the UK

AST Advanced Skills Teacher

Attainment target the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

AT attainment Target

AWPU age weighted people unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

B

Ballot a method of voting, usually secret.

Baseline assessment assessment of pupils' attainment on entry

Benchmarking the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed.

Best value replaces compulsory competitive tendering and confirms the need for all council services to be efficient, cost effective and responsive to client needs

BEST Behaviour and Education Support Teams

BIP Behaviour Improvement Programme

Budget share the amount schools receive through the formula and for which the governing body has delegated responsibility under the local management of school (LMS)

BME Black and Minority Ethnic

BSF Building schools for the future. A 10 to 15 year programme for the rebuilding or refurbishing of schools

BV Best Value

C

CAF Common Assessment Framework

CC Children's Centre

Capital expenditure spending on building projects and large items of equipment

Casting vote an additional vote to be used by the chair when an equal number of votes are cast

Child Protection Governor the Governor who oversees child protection

Clerk the person appointed to carry out administrative duties to the governing body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the governing body on legal and procedural matters

Collective worship a single act of worship for all pupils required to take place in maintained schools

CRB Criminal Records Bureau. A organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

COGS Co-ordinators of Governor Services

CPD Continuing professional development

CVA Contextual value added

D

DDA Disability discrimination act

Delegated budget money which governing bodies can use to their discretion

Delegated powers Committee or the Headteacher are permitted to take action on behalf of the governing body

DFES Department for Education and Skills

Devolved capital funding funding allocated to schools specifically for large capital projects

Directed Time when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Headteacher

E

EBD Emotional and behavioural difficulties

ECM Every Child Matters

EDP Education development plan

EWO Education welfare officer

Ex officio an individual who is able to attend meetings by virtue of holding a particular office

Exclusion pupils removed from schools for serious misconduct, either for a fixed period or permanent

Extended services a range of services or activities offered before or after the normal school day for the pupils, families and wider community

F

FTE Fixed Term Exclusion

FOI Freedom of Information

FSM Free school meals

FTE Full-time equivalent

H

H&S Health and safety

HE Higher education

HLTA Higher level teaching assistant

HMI Her majesty's inspector

HMCI Her majesty's chief inspector

HSE Health and safety executive

I

IBP Individual Behaviour Plan

ICT Information and communications technology

IEP Individual education plan, drawn up for children with special needs

IIP Investors in People

IMD Index of Multiple Deprivation

INSET In service education and training for staff

Instrument of government the legal document setting out the composition of the governing body

ISR Individual school range

ITT Initial teacher training

J

JAR Joint Area Review

K

KS Key Stage - the national curriculum is divided into four key stages, key stage one pupils aged five to seven, key stage two aged seven to 11, key stage three 11 to 14 and key stage four aged 14 to 16

L

LA Local Authority

LAC Looked After Children

LEA Local Education Authority

LMS Local Management of Schools where schools manage their own budgets

LSA Learning Support Assistant

LSC Learning and Skills Council

M

M&E Monitoring and Evaluation

MAT Multi-Agency Team

Mixed ability teaching group in which children of all abilities are taught together

MLD Moderate Learning Difficulty

MPS Main Pay Scale

MSB Mainstream Support Base

N

NAHT National Association of Headteachers

NASUWT National Association of Schoolmasters and Union of Women Teachers

National curriculum the curriculum required by law to be taught in all schools. The governing body shares with the LA and the Headteacher the responsibility of ensuring that it is implemented

NCVQ National Council for Vocational Qualifications

NGA National Governors Association

NGFL National Grid for Learning

NRT National Remodelling Team

NRwS New Relationship with School

Notice To improve OfSTED judgement

NPQH National Professional Qualification for Headteachers

NTA Non-Teaching Assistant

NQT Newly Qualified Teacher

NUT National union of teachers

NVQ National Vocational Qualification

O

OfSTED Office for Standards in Education. The body which arranges and sets education standards

P

PANDA Performance and assessment data

PFI Private Finance Initiative

PGCE Postgraduate Certificate in Education

PI Performance Indicators

PIVATS Performance indicators the value added target setting

PLASC Pupil Level Annual School Census

PM Performance management

PoCA Protection of Children Act

PPA Planning, preparation and assessment time for teachers (10% guaranteed non-contact time)

Prospectus information about an individual school. Must be published annually

PRU Pupil referral unit

Q

QCA Qualifications and Curriculum Authority

QTS Qualified teacher status

Quorum the minimum number of members at a meeting for decisions to be made

R

RA Record of achievement

RAISE Reporting and Analysis for Improvement Through School Self- Evaluation

RE Religious education

Risk assessment assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

S

SAT's Standard attainment tasks used to assess attainment at the end of key stages of the national curriculum

School profile an online report to parents

SDP/SIP School development plan/school improvement plan

SEF Self-evaluation form

SEN Special educational needs

SENCO Special educational needs coordinator. The teacher responsible for coordinating SEN provision in the school

Secondments the release of staffing on a temporary basis for work elsewhere

SIMS Schools information management system. A computer software package to assist with managing information on pupils, staff and resources

SIP School Improvement Partner

SLA Service level agreement

SLD Severe learning difficulty

SMT Senior management team

SOC School organisation committee

Special measures a school which, when inspected has failed to provide an acceptable standard of education

Special school a school for children and young people whose needs cannot be met in a mainstream school

Stakeholders person or group of people with an interest in a particular organization, for example a school, stakeholders being parents, staff, pupils, Governors, the community etc

Supply teacher a teacher who works in the school on a temporary basis to cover staff absence

T

TDA Teaching and development agency

TLR's Teaching and learning responsibilities

TTA Teacher training agency

U

Unauthorised absence absence by pupils from school which is not otherwise authorised

UPS Upper pay scale

V

VA Voluntary aided. Schools set up by and owned by a voluntary body usually the church body largely financed by the local authority. The governing body employs staff, controls pupil admissions and religious education

Value-added the progress schools help pupils make relative to their individual starting points

Virement the transfer of certain sums of money from one budget heading to another