



Local Governing Body Induction Handbook 2025-2026



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



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1. Welcome & Introduction

Welcome to Cherry Tree Trust Governance

Thank you for joining the Local Governing Body (LGB) of The Cherry Tree Trust. As a Governor, you play a vital role in supporting the Trust's mission to provide an excellent, inclusive education for every child. This induction handbook has been created to help you understand:

- What governance looks like within a Multi-Academy Trust
- Your responsibilities as a Local Governor
- How the Local Governing Body works in practice
- How to access support, training and further information

This document is aligned with the **Academy Trust Handbook (2025)** and the **Academy Trust Governance Guide (2025)**, ensuring that expectations reflect current statutory and regulatory requirements.

Further supporting information is available on the school website:
<http://newallgreen.manchester.sch.uk>

2. About The Cherry Tree Trust

2.1 Our Background

The Cherry Tree Trust was established in 2015 by founding Members who recognised the need to raise aspirations and improve educational outcomes for pupils in Wythenshawe. The community has a rich heritage and unique challenges, situated near major regional employers such as Manchester Airport and Wythenshawe Hospital. The Trust was created to ensure children in Newall Green and surrounding areas benefit from high-quality teaching, ambitious leadership, and a nurturing school culture.

The Trust supports strong collaboration between schools, the community, families, and local partners (including BW3), ensuring each school is outward-facing and ambitious for its pupils.

2.2 Our Objects (from the Articles of Association)

The Cherry Tree Trust's charitable purpose is to:

1. **Advance education for the public benefit** by establishing, maintaining, managing, and developing:
 - mainstream academies
 - alternative provision academies
 - 16–19 academies
 - special academies
2. **Provide community benefit**, including recreational or leisure facilities, for individuals who may need support due to age, disability, financial hardship, or social circumstances.

3. The Governance Structure

3.1 Governance in the Trust

The Cherry Tree Trust operates through a layered governance structure:

As a Multi-Academy Trust (MAT), The Cherry Tree Trust is the legal entity responsible for all constituent schools. The Trust is governed by:

- **Members** — the “owners” of the Trust (similar to shareholders), with reserved powers as set out in the Articles of Association.
- **Board of Trustees** — charity trustees and company directors, responsible for the overall governance, strategy, financial oversight, statutory compliance, and the running of the Trust.
- **Local Governing Bodies (LGBs)** — in each school, providing local oversight, community representation, challenge and support in line with the Scheme of Delegation.

The LGB operates within the **Scheme of Delegation**, which outlines which responsibilities sit at Trust Board level and which sit at local level.

3.2 The Role of the Local Governing Body (LGB)

The LGB provides strong local governance through:

- Monitoring educational performance
- Ensuring safeguarding is effective
- Understanding the needs of pupils and the community
- Supporting the Headteacher and senior leaders
- Asking constructive and challenging questions
- Ensuring the school reflects Trust values and priorities
- Monitoring key Trust priorities at school level

The LGB is *not* responsible for school operational management, staffing decisions, financial authorisation, or executive strategy — these rest with the Trust Board and Executive Team.

Safeguarding, Welfare, SEND, Estates, Health & Safety, Wellbeing, and Risk Management

The Trust Board is responsible for ensuring compliance with all statutory obligations in relation to safeguarding, pupil welfare, SEND provision, health & safety, estate maintenance, and risk management.

The Local Governing Body has delegated oversight responsibilities for:

- Monitoring the effectiveness of the Safeguarding and welfare at Newall Green Primary School
- Monitoring the SEND provision and inclusion and how successful this provision is for supporting pupils.
- Monitoring wellbeing, mental health and pastoral support for pupils and staff within Newall Green Primary School.

Any policies or procedures relating to these areas should be reviewed and approved in line with the Trust’s Scheme of Delegation.

4. Types of Governor

- **Parent Governors** – elected by parents/carers
- **Staff Governors** – including the Headteacher and an elected staff member
- **Trust Appointed Governors** – approved by the Trust Board
- **Co-opted / Associate Members** – appointed by the LGB for specific skills (non-voting unless agreed)

5. The Role of a Governor

Governors act in the best interests of pupils, families, and the school community. As a Governor, you are expected to:

Strategic

- Focus on long-term priorities and outcomes
- Understand the school's performance, strengths, and areas for improvement
- Monitor progress against the School Improvement Plan

Supportive

- Provide guidance, encouragement, and perspective
- Share skills and insight from your own experience

Challenging

- Ask questions that help leaders reflect, improve, and stay accountable
- Use evidence to support challenge

Community-Focused

- Represent the school's community and be responsive to pupils' needs

Governors should act in line with the **Nolan Principles of Public Life**: *Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership.*

6. Responsibilities of Key Roles working with a Governor

6.1 The Headteacher

Responsible for the day-to-day operation of the school:

- Internal organisation and management
- Staff leadership and performance management
- Implementing Trust policies and strategic aims
- Reporting to the LGB on progress, safeguarding, behaviour, outcomes and priorities

6.2 Senior Leadership Team

Supports the Headteacher through:

- Leading areas of school improvement
- Monitoring curriculum, teaching and pupil outcomes
- Ensuring quality assurance processes are effective

6.3 Chair of Governors

The Chair ensures the LGB is effective by:

- Setting clear expectations for LGB conduct and focus
- Leading meetings efficiently
- Supporting and challenging the Headteacher
- Ensuring all Governors contribute and are well informed
- Linking with Trust Executive Leaders

7. What Makes an Effective Governor?

An effective Governor:

- Cares about improving education for children
- Works well as part of a team
- Reads papers and prepares questions ahead of meetings
- Understands the school's context and community
- Is curious, reflective, and open-minded
- Undertakes training and seeks continual development
- Visits the school to understand its work
- Maintains confidentiality and integrity

8. What Governors Should Know About the School

- School context, demographics & recent history
- Attendance, behaviour and safeguarding culture
- Curriculum intent and provision
- The School Improvement Plan (SIP) and progress
- Staffing structure and leadership responsibilities
- Budget and resource use (as reported to the LGB)
- Community links and parental engagement
- The condition and suitability of the school site

9. Governor Commitment

Typical commitments include:

- Six LGB meetings per year the dates can be found in the Operational Procedures manual and these dates are circulated to each Governor.
- Additional visits linked to LGB focus areas
- Reading reports and preparing questions
- Attending training, especially safeguarding and induction modules

A Governor's term is usually 4 years, though resignation is possible at any time.

10. Visiting the School

Visits allow Governors to:

- Understand school life
- See policies in action
- Meet staff and pupils
- Monitor specific priorities

Visits should be:

Planned • Purposeful • Linked to SIP priorities • Focused on monitoring
They are **not** inspections or judgements of staff.

11. Meeting Procedures

11.1 Papers & Preparation

- Papers are circulated at least 7 days in advance
- Governors are expected to read all papers
- Questions should be prepared ahead of the meeting

11.2 Agendas

- Distributed by the clerk
- Governors can request items via the Chair
- "Any Other Business" must be agreed before the meeting starts

11.3 Quorum

- At least 50% of current LGB members must be present

11.4 Minutes

- Minutes are taken by the clerk
- Confidential items are recorded separately
- Once approved, minutes become a public record available on request

12. Conflicts of Interest

All Governors must:

- Complete an annual **Declaration of Pecuniary Interests**
- Declare any conflicts at the start of each meeting
- Withdraw from discussions if required

Governors must avoid situations that could be perceived as conflicting with the interests of the Trust or school.

13. Confidentiality

Governors must:

- Keep discussions and papers confidential
- Respect personal information about staff and pupils
- Ensure old documents are disposed of securely (e.g., shredding)

Meetings are not open to the public unless by invitation.

14. Training & Development

The Trust expects all Governors to engage in ongoing development. This includes:

- Trust-led safeguarding training
- NGA Learning Link modules
- Induction training
- Role-specific training (e.g., SEND, safeguarding, curriculum, finance)

Training is essential to maintaining a confident, skilled LGB that can offer effective support and challenge.

15. Useful Links

- NGA Learning Link
- DfE Academy Trust Governance Guide (2025)
- DfE Academy Trust Handbook (2025)
- Cherry Tree Trust policies (available via Trust website)
- School website: <http://newallgreen.manchester.sch.uk>

16. How the Governor role fits into the Cherry Tree Trust structure

16.1 Transparency & Publication Requirements

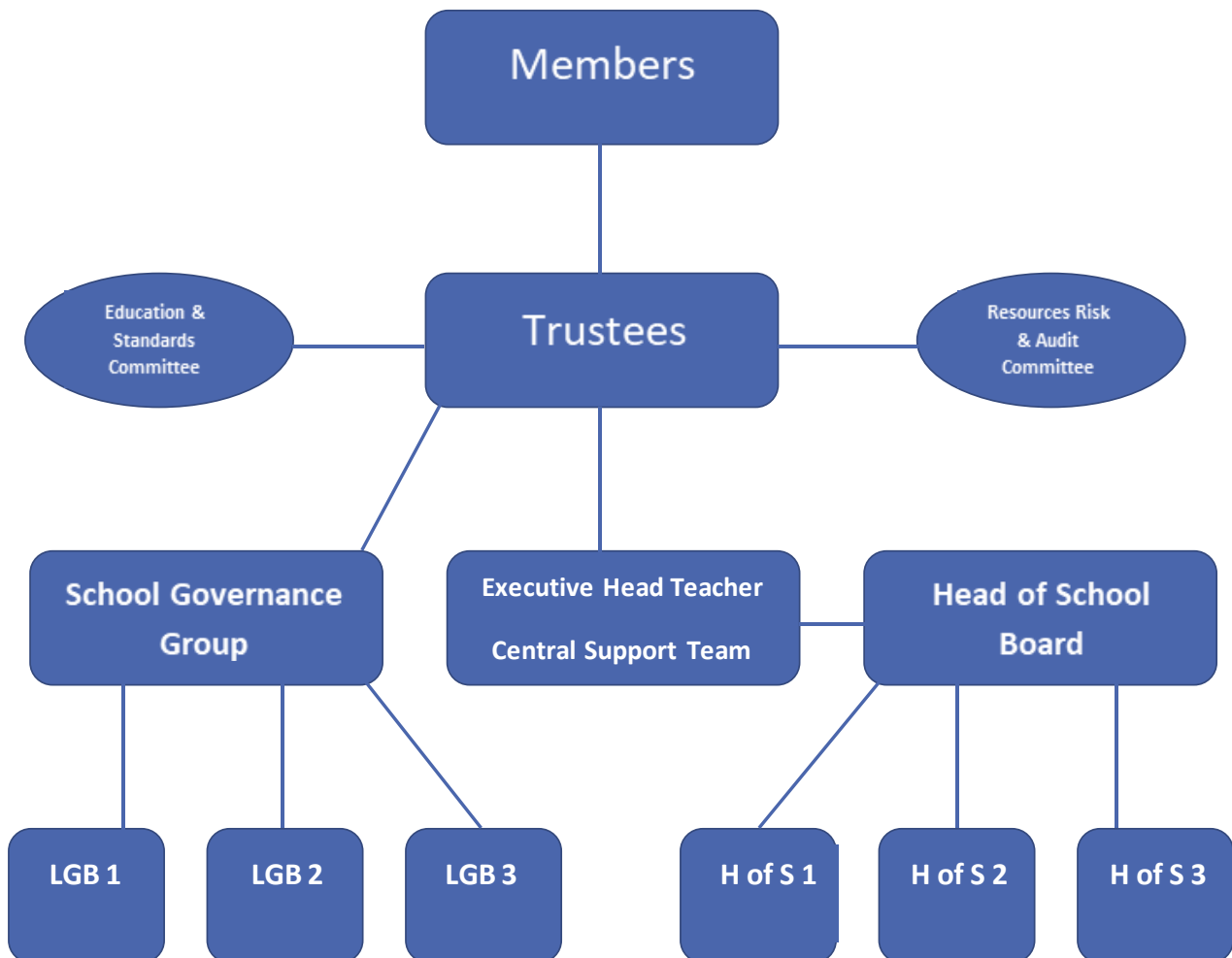
In keeping with the 2025 Academy Trust Handbook, Cherry Tree Trust must ensure transparency about its governance arrangements.

This includes publishing on the Trust (and academy) website:

- The structure and remit of Members, Trustees, Committees, and Local Governing Bodies (including a clear Scheme of Delegation)
- The names of the Chair of the Board, Chairs of committees, and Chairs of each LGB / Local Committee
- Governance arrangements, role descriptions, and how decisions are delegated
- Relevant policies (e.g. whistleblowing, conflicts of interest, safeguarding, financial controls)

Governors must ensure that their register of interests is up to date and accessible to the Board, and where appropriate published (or summary published) to maintain public trust and transparency.

The Cherry Tree Trust Multi Academy Trust Structure



17. Members

Terms of Reference for The Cherry Tree Trust – Members

Membership A minimum of three Members at any one time.

Membership of the Members can be found in the Articles

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 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.
- Amend the Articles of Association – members can agree changes to the trust’s constitution
- Hold the Board of Trustees to account at the highest level, they ensure the Board is fulfilling its duties. This is done through oversight mechanisms not operational involvement.
- Act as guarantors for the trust
- Under company law, MATs have Members instead of shareholders. Members are the “owners” of the trust in a constitutional sense.

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

18. Trustees

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

Membership The Members may appoint up to 5 Trustees.

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 -see Scheme of Delegation

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.
- Trustees must ensure compliance with Charity law, Company Law, Academy handbook, Funding Agreement, safeguarding legislation and Health & Safety obligations.
- The Trustees determine the Scheme of Delegation which includes defining the Local Governing Boards role.
- The Trustees identify and oversee the management of strategic risk. This is recorded in the Risk Register and covers Financial, Educational, Reputational, Operational Risk.

- Safeguarding, Welfare, SEND, Estates, Health & Safety, Wellbeing, and Risk Management
- The Trust must approve and maintain a written **financial scheme of delegation**, reviewed annually or whenever structure changes.
- There must be robust internal controls, risk management, segregation of duties, fixed asset register, cash-flow monitoring, budget monitoring, and regular reporting of financial performance.
- The Trust must maintain a **risk register** covering financial, operational, strategic, safeguarding, compliance, estates/health & safety, reputational and other risks – reviewed by the Board at least annually (and more often if needed), drawing on input from an **Audit & Risk Committee** (or equivalent).
- The Trust must agree a **whistleblowing policy**, with at least one trustee and one senior staff member identified as contacts for raising concerns. This must be publicly accessible (e.g. via the Trust website).
- Pay and benefits for senior executives must be transparent, defensible, proportionate and approved by the Board (or relevant committee), documented, and in line with good value for money.

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	04/11/2026
Mark Chapman	Director / Trustee	20/09/2027
James Langford	Director / Trustee	05/01/2030
Sarah Rudd	Executive Head / Executive Head	

Cherry Tree Trust Sub Committees

18.1 Headteachers Performance Management	
Andrew Wild	Chair
Jo Reynolds	

Remit for the Head Teacher’s Sub Committee

Agree **SMART, strategic objectives** with the headteacher at the start of the cycle.

Ensure objectives align with:

- Trust improvement priorities
- School development plan
- Safeguarding and leadership expectations
- Pupil outcomes and standards

18.2 Audit, Risk & Finance Committee

Jo Reynolds	Chair
Roger Stone	
Mark Chapman	

Audit, Risk and Finance Committee

Terms of Reference

1. Purpose

The purpose of the Audit, Risk and Finance Committee (“the Committee”) is to support the Trust Board by providing **independent oversight and assurance** on:

- financial governance and probity
- risk management and internal control
- internal scrutiny and external audit arrangements
- value for money
- compliance with the **Academy Trust Handbook** and the Trust’s funding agreement

This Committee acts as a key assurance mechanism on behalf of the Trust Board and **does not replace board accountability**, which remains with trustees at all times. [\[gov.uk\]](http://gov.uk), [\[nga.org.uk\]](http://nga.org.uk)

2. Authority

The Committee is authorised by the Trust Board to:

- investigate any activity within its terms of reference
- seek any information it requires from Trust officers, internal scrutineers, external auditors, or other advisers
- commission professional advice (e.g. legal, financial, audit) where necessary, within delegated limits

[\[ttmat.net\]](http://ttmat.net), [\[nga.org.uk\]](http://nga.org.uk)

3. Membership

- The Committee shall consist of **at least three trustees** appointed by the Trust Board.
- **A majority of members must be trustees.**
- **Employees of the Trust must not be members** of the Committee.
- The **Chair of the Trust Board may not chair this Committee.**
- At least **one member must have recent and relevant financial or audit experience.**

The following may attend by invitation but **have no voting rights**:

- Accounting Officer
- Chief Financial Officer (or equivalent)
- Internal Scrutineer / Responsible Officer
- External Auditor (when required)

Membership will be reviewed annually. [\[nga.org.uk\]](http://nga.org.uk), [\[oaklp.co.uk\]](http://oaklp.co.uk)

4. Quorum

The quorum shall be **three trustees** who are members of the Committee.

Where the quorum is not met, discussions may take place but **no decisions may be taken.** [\[nga.org.uk\]](http://nga.org.uk)

5. Meetings

- The Committee will meet **at least three times per year**, and more frequently if required.
- Meetings will be clerked by an **independent, professional clerk** wherever possible.
- Minutes will be approved by the Chair and presented to the Trust Board.

[\[nga.org.uk\]](http://nga.org.uk), [\[oaklp.co.uk\]](http://oaklp.co.uk)

6. Responsibilities

A. Financial Oversight

The Committee will:

- review and recommend the **annual trust budget** to the Trust Board
- monitor **management accounts**, cash flow and in-year variances
- review and recommend approval of a **three-year financial plan**
- oversee compliance with the **Scheme of Delegation**
- scrutinise significant contracts and procurement decisions
- monitor the use and impact of **restricted funding** (e.g. Pupil Premium, Sports Premium)

[\[nga.org.uk\]](http://nga.org.uk), [\[gov.uk\]](http://gov.uk)

B. Risk Management

The Committee will:

- maintain oversight of the **Trust Risk Register**, ensuring it is:
 - strategic
 - live
 - reviewed regularly
- ensure key financial, operational, safeguarding, compliance and reputational risks are identified and mitigated
- escalate high-level risks to the Trust Board with clear recommended actions

[\[oaklp.co.uk\]](http://oaklp.co.uk), [\[gov.uk\]](http://gov.uk)

C. Internal Scrutiny

The Committee will:

- approve the **internal scrutiny programme** (financial and non-financial)
- ensure internal scrutiny delivers **independent, objective assurance**
- receive internal scrutiny reports and monitor management responses
- ensure actions arising are tracked to completion

[\[gov.uk\]](http://gov.uk), [\[oaklp.co.uk\]](http://oaklp.co.uk)

D. External Audit and Accounts

The Committee will:

- oversee the relationship with the **external auditor and reporting accountant**
- review:
 - the annual financial statements
 - the regularity report
 - management letters
- recommend approval of accounts to the Trust Board
- monitor implementation of audit recommendations

[\[assets.pub...ice.gov.uk\]](http://assets.pub...ice.gov.uk), [\[gov.uk\]](http://gov.uk)

E. Value for Money & Compliance

The Committee will:

- assure the Trust Board that resources are used **economically, efficiently and effectively**
- oversee compliance with:
 - the Academy Trust Handbook
 - funding agreement requirements
 - Managing Public Money principles
- review and recommend relevant financial and governance policies

[\[gov.uk\]](http://gov.uk)

7. Reporting to the Trust Board

The Committee will:

- submit **termly written reports** to the Trust Board
- provide an **annual assurance summary**, including:
 - effectiveness of internal controls
 - outcomes of internal scrutiny
 - audit findings and responses

[\[ttmat.net\]](http://ttmat.net), [\[nga.org.uk\]](http://nga.org.uk)

8. Review of Terms of Reference

These Terms of Reference will be:

- reviewed **annually** by the Committee
- approved by the Trust Board
- updated to reflect changes to statutory guidance

What inspectors, ESFA and auditors *look for in practice*

Beyond the paper, regulators expect to see:

- clear **challenge and assurance language** in minutes
- risks linked to strategic decisions
- follow-through on audit actions
- separation of finance management from audit oversight

This model is consistent with **NGA**, **DfE**, and MAT sector exemplars and will stand up well under **ESFA review, Ofsted governance scrutiny, or external audit**.

18.3 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

19 Governors

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.

Newall Green Primary School LGB

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
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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• <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.

Aspect	Description
Key Responsibilities / Activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <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). • <i>Academy Trust Handbook</i> – board accountability for educational performance. • <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	<p>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.</p>
Key Responsibilities / Activities	<ul style="list-style-type: none"> • 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

Aspect	Description
Legal / Governance Source	<p>wellbeing data.</p> <ul style="list-style-type: none"> • Report to the full board, highlighting strengths, risks, and assurance levels.
	<ul style="list-style-type: none"> • <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.

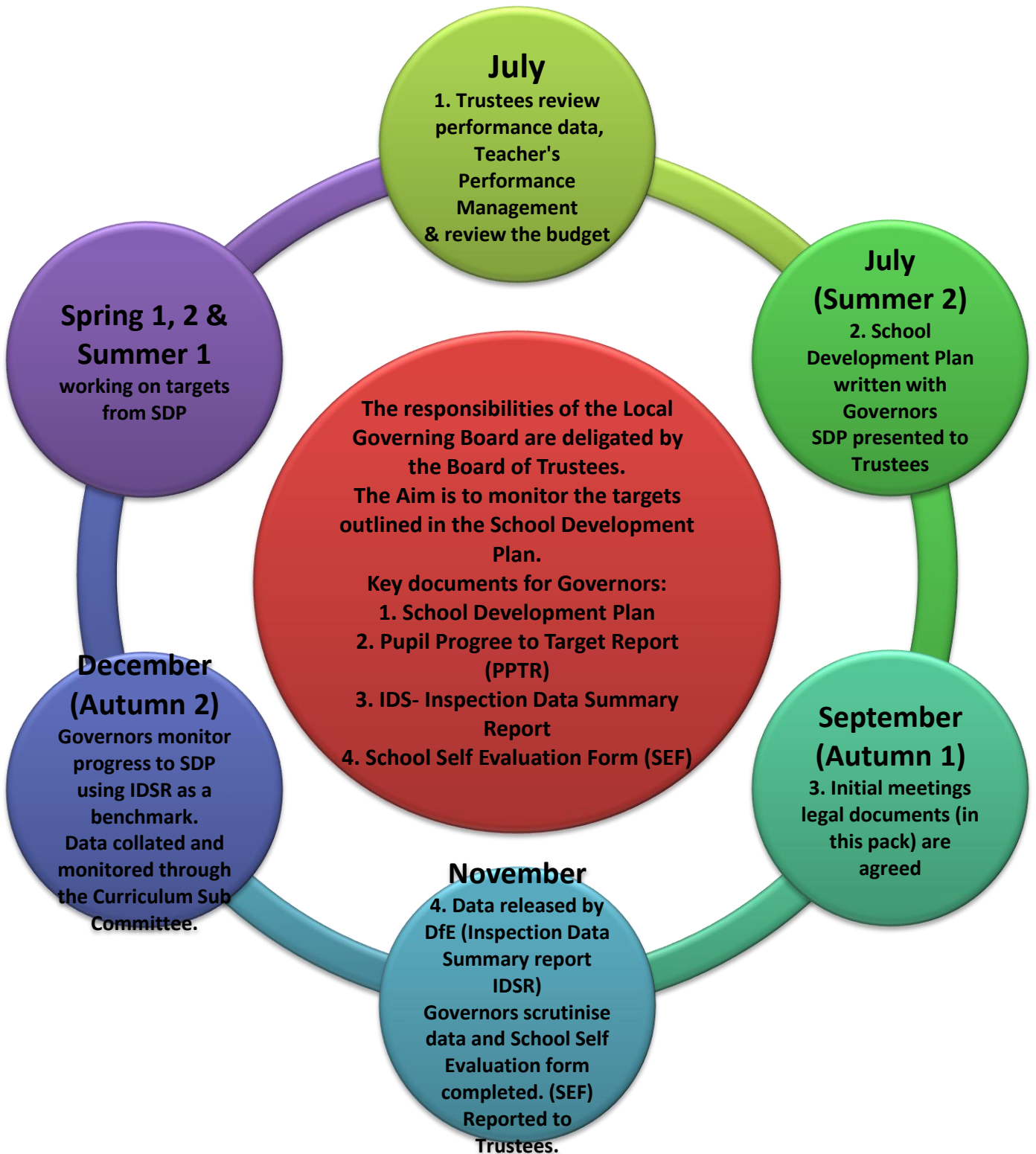
SEND Link Governor / Trustee

Aspect	Description
Purpose / Focus	<p>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.</p>
Key Responsibilities / Activities	<ul style="list-style-type: none"> • 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).
	<ul style="list-style-type: none"> • Review data on SEND pupil attainment, progress, and interventions. • 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.
Legal / Governance Source	<ul style="list-style-type: none"> • <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	<p>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.</p>
Key Responsibilities / Activities	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• <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.

21. Annual Cycle of Governance



22. SAFEGUARDING

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

- 1) Having a named Safeguarding Governor – Pauline Powell – (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