



# **New Governor Induction Policy for use across Oak MAT schools**

DATE:	31 August 2021
REVIEW DATE:	7 December 2023
NEXT REVIEW DATE:	7 December 2026

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OAK Multi Academy Trust is a family of academies with a shared ethos, common values, and collective goals. We are working together in a model of meaningful, focused collaboration to achieve excellence in all our schools.

The Local Governing Body (LGB) are the individuals appointed to support and challenge the Headteacher at their school. They are supported in this role by the Chief Executive Officer (CEO), Trustees and the Central Team. The powers that the LGB have are those that are delegated to them by the Trust Board, and these are formalised in the [Trust Scheme of Delegation](#). Further detail can be found in the LGB Terms of Reference (Appendix 1).

The Trustees believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics. There is a commitment to ensure that new governors are given the necessary information and support to fulfil their role with confidence in our Local Governing Bodies. The process is seen as an investment, leading to more effective governance, the retention of governors, and succession planning for future committee Chairs, Chairs of LGBs and potential directors of the Trust.

## Contact details

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**Social media:** X: @OakMATrust ; Linked In: [OAK Multi Academy Trust: Company Page Admin | LinkedIn](#)

## Academies in our trust

ACADEMY NAME	ADDRESS	PHONE NUMBER	HEADTEACHER	PHASE
Brookside Primary School	Copse Close, Oadby, LE2 4FU	0116 271 3680	Miss Grace Brown	Primary
Manor High School	Copse Close, Oadby, LE2 4FU	0116 2729727	Mr Simon Greiff	Secondary
Overdale Infant School	Eastcourt Road, Knighton, Leicester, LE2 3YA	0116 2729794	Mrs Hayley Holmes	EYFS – Year 2
Overdale Junior School	Eastcourt Road, Knighton, Leicester, LE2 3YA	0116 2883736	Mr Matt Evans	Year 3-6

Woodland Grange Primary School	10 Beaufort Way Oadby, Oadby LE2 4TY	0116 2720401	Mrs Hayley Brown	Primary
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## Trustees

Chair: Jane Doughty – [jdoughty@oaktrust.org](mailto:jdoughty@oaktrust.org)

Vice chair: Sean Morris – [smorris@oaktrust.org](mailto:smorris@oaktrust.org)

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Co-opted trustee: John Watson – [jwatson@oaktrust.org](mailto:jwatson@oaktrust.org)

## MAT leadership team

CEO: Andrew Wilson – [awilson@oaktrust.org](mailto:awilson@oaktrust.org)

Chief financial officer (CFO): Sarah Davis – [sdavis@oaktrust.org](mailto:sdavis@oaktrust.org)

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Teaching and Learning Lead: Helen Lisseman – [hliseman@oaktrust.org](mailto:hliseman@oaktrust.org)

HR administrator: Gurpreet Sandhu – [gsandhu@oaktrust.org](mailto:gsandhu@oaktrust.org)

Data protection officer (DPO): John Walker – [John.Walker@phplaw.co.uk](mailto:John.Walker@phplaw.co.uk)

## Our Committees

### COMMITTEE NAME AND REMIT

#### Finance, Audit and Risk

Remit: to review all key finance, risk and audit matters. This Committee will receive monthly finance reports, internal and external audit reports and set an appropriate finance policy whilst taking into account latest releases of the Academies Financial Handbook. The Committee will meet at least 3 times per year and report into full Trust Board

## COMMITTEE NAME AND REMIT

### Curriculum and Standards

Remit: to review individual school performance. The Committee will meet at least 3 times per year and report into full Trust Board.

### HR

Remit: to review all key HR matters. The Committee will meet at least 3 times per year and report into full Trust Board. The HR Committee meets as part of the Finance, Audit and Risk Committee.

### Remunerations

Remit: to conduct annual performance appraisal of the CEO (and any special category staff), and to review all pay recommendations for Senior Management employees. The Committee will meet annually in order to make a recommendation to the full Trust Board.

### Local Governing Bodies

To serve as a 'critical' friend to the school's leadership team, to challenge and support when appropriate.

## Core functions

You have joined a board that:

- Acts as a key link between the school, parents and local community and champions the work of the school within the local community. The LGB is a subcommittee of the Trust Board and therefore an advocate for the school within the local community and a board which represents the values and aims of the trust in supporting and challenging the Headteacher and leadership team in a constructive manner;
- Provides constructive challenge to the Headteacher and SLT as they plan the future development of the school, and retain a focus on continual school improvement;
- Supports the development of the School Improvement Plan, self-evaluation processes, and any determined action plans;
- Continuously reviews the overall impact of the school amongst the community it exists to serve and make plans for improvement;
- Ensures that the school plays a full role in working together with other schools in the Trust and contributes to the work of the wider Trust;
- Oversees the implementation of, and ensure compliance with, Trust policies locally with a particular focus on Safeguarding and Health & Safety;

How trust boards discharge their duties to local governing bodies is set out in the [Academy Trust Governance Guide](#), published by the Department of Education (DfE). Familiarise yourself with this guidance. To be an effective Governor you need to work as part of a team and commit to learning and ongoing professional development. On appointment, it is useful to consolidate your understanding of the Governor role by undertaking induction training (see Appendix 3) and reading the Trust Governance Handbook which will be provided by the Governance Lead and outlines Governance effectiveness and training in detail. You should also read the [LGB induction slides](#).

### Understand the competencies required for good governance

Being an effective Governor requires you to develop the knowledge, skills and behaviours required for good governance in the academy sector. These are explained in detail in the [Academy Trust Governance Guide](#). This is a useful model against which you can benchmark your development and impact.

### **Our code of conduct and the 7 Nolan principles of public life**

Our code of conduct (see Governor Hub) aims to set and maintain standards of conduct that we expect all trustees to follow.

We aim to ensure that trustees carry out their role with honesty and integrity, and help us to ensure the schools in our trust are environments where everyone is safe, happy and treated with respect. *We will follow these [principles](#) which apply to anyone who holds a public office:*

- › *Selflessness – we will act in the public interest*
- › *Integrity – we will not act or take decisions to gain financial or other material benefits for ourselves, our family, or our friends. We will declare any conflict of interests*
- › *Objectivity – we will act and take decisions impartially, fairly, and on merit. We will use the best evidence and avoid discrimination or bias*
- › *Accountability – we understand that we are accountable to the public for our decisions and actions. To make sure of this, we will be scrutinised where necessary*
- › *Openness – we will act and take decisions openly and transparently. We will not withhold information from the public unless there are clear and lawful reasons for doing so*
- › *Honesty – we will be truthful*
- › *Leadership – we will actively promote and support the above principles and will challenge poor behaviour wherever it happens*

#### Essential reading

[Academy Trust Governance Guide](#)

[Nolan Principles](#)

[Key Abbreviations](#)

[Local Governor Role Description](#)

[Trust Governance Handbook](#)

[Local Governor Induction slides](#)

### **Understanding academy trust data**

It is important to understand the evidence base that performance data on pupil attainment and progress in schools in your trust is derived from, and how it is collected, quality assured and monitored. The Education and Skills Funding Agency guide to understanding data is a useful starting point for identifying the measures that your trust uses.

Essential reading

[Understanding your data: a guide for school governors and academy trustees](#)

## **The Wider Educational Context**

Tuning into the wider sector It is useful for Governors to understand the wider context for the trust and the drivers for some aspects of its work by tuning into reliable information sources about education policy. This might include setting up alerts for information on the latest thinking from the Department of Education, the Education and Skills Funding Agency, the Regional Schools Commissioner, and Ofsted, the schools' inspectorate.

It is also useful to register for updates from specialist bodies dedicated to supporting trusts and governance in England. The trust currently subscribes to:

- Confederation of School Trusts, the national organisation for school trusts
- The Key, a knowledge and tools service for school and trust leaders
- National Governance Association, the membership organisation for governors, trustees and clerks

Your Governance Professional will register you for these bodies upon your appointment, and you will receive registration links to your new school email address.

## **Understanding the structure and board procedures**

Scheme of Delegation

Our [scheme of delegation](#) sets out:

- Which committees will take decisions and carry out certain functions of the board of trustees
- Which responsibilities have been delegated to the local governing body of each academy in the trust

The remits of each committee and local governing body will be set out in its terms of reference.

## **Introduction to board processes**

Your induction will also include:

- Gaining access to and training on Governor Hub\*
- The school's calendar of meetings and key events in the year
- Description of board procedures for sending out papers, meeting durations and locations\*
- Code of conduct or ethics for Governors\*
- Guidance on how decision making is undertaken outside meetings\*
- Information about training and development for Governors\*

\*All can be found in the Trust Governance Handbook.

## **Getting up to speed with the board's agenda**

On Governor Hub, you will have access to past board minutes. Review them ahead of your first

meeting to get an insight into of the issues that the school is addressing and how these fall across an annual cycle. The minutes should also give you a sense of the scrutiny and challenge undertaken by Governors and their level of engagement on key issues.

### **Induction Purpose**

- To welcome new governors to the Governing Body and enable them to meet other governors
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher and staff
- To explain the partnership between the Headteacher, Governing Body and Trustees
- To explain the role and responsibilities of governors
- To give background material on the school and current strengths and key issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Governing Body and its committees work

### **Onboarding and Induction Process: Step by Step**

1. The Governance Professional to the Board will contact you in the first instance with your appointment letter and this onboarding pack. They will ask you to bring in identification (passport/driving license and proof of address).

2. DBS – an email will be generated and sent to you from an external system once a new DBS application is created, unless you are already a member of the DBS update system. Please follow the instructions on the email to complete your DBS application.

3. Once your DBS check is complete, the admin lead will contact you to provide/request the following:

- ID photo for your ID badge
- OAK IT set up
- Information about the Governor Hub system
- Training Resources: NGA membership (including the Learning Link), the Key and the Leicestershire Governor Development Service. See Appendix 3.
- You will be sent a link to statutory Safeguarding Training
- Relevant meetings shall be populated into the individual's OAK calendar.

4. The Headteacher will arrange to meet with you and you will have the opportunity to visit the school with him. On a new governor's visit to the school the Headteacher will cover:

- Background to the school
- Current issues facing the school
- The relationship between the school, the Governing Body and the Trust

5. Relevant school information you should receive:



- The School Improvement Plan
- The latest Ofsted report and action plan
- Policy and procedure documents relevant to committee membership or link governor roles
- The school prospectus
- Details of how to contact the school including the e-mail address
- A calendar of school events
- Recent school newsletters

## 6. Training

As a governor, you will be able to go on governor training courses offered by the Trust and be able to take part in some training for the whole governing body (see appendix 3). As well as the DfE statutory training items, the Trust asks that all new governors also undertake induction training. As you progress in your role (years 2-4) you will be asked to undertake more nice training, depending on your governor role. The Trust believes that Continuing Professional Development is key to governor development and confidence, and therefore do expect a certain level of commitment to CPD.

- Complete relevant training modules on Learning Link once you have registered (using school email address): [NGA Learning Link – e-learning for school governors, trustees and clerks – National Governance Association](#)
- All Local Authority training can be accessed by registering under your school: [Training & Events | Leicestershire Traded Services](#)
- [Governor Hub Knowledge](#)

## Induction Timetable

There is a significant volume of new and complex information to take in, alongside building new relationships and the dynamics of becoming part of a new, high-level team. There is no pressure to become an expert in all things governance! Take your time and the induction plan is phased to avoid overloading you with everything at once. The order in which you engage with the different aspects of your new role will be determined to some extent by where the governing body is in its annual cycle when you join. The sample timeline below gives a broad sense of what you might want to achieve by key milestones in the induction process.

<p><b>First Priorities</b></p>	<ul style="list-style-type: none"> <li>• Get the governing body calendar and key trust event dates in your diary</li> <li>• Your Governance Professional will arrange a school email address</li> <li>• Use new email to gain access to Governor Hub – Governance Professional will register you</li> <li>• Send ID to Governance Professional for DBS check</li> <li>• Familiarise yourself with recent developments</li> <li>• Statutory training (Safeguarding, Cyber Security, GDPR)</li> <li>• Confirm Declaration of Interests, Code of Conduct and KCSIE</li> <li>• Register for others portals such as Leicestershire Governor Development, NGA and the Key</li> <li>• Read Trust Governance Handbook</li> <li>• Undertake UK GDPR training (30-minute video – appendix 4)</li> <li>• undertake Cyber Security Training (30- minutes video – appendix 5)</li> </ul>
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<b>Before the first Board meeting</b>	<ul style="list-style-type: none"> <li>• Meet key school/governing body personnel</li> <li>• Headteacher to arrange visit to school via your Governance Professional</li> <li>• Read key papers, including minutes, articles, terms of reference, scheme of delegation</li> <li>• Understand the essentials of school performance</li> <li>• Read Academy Trust Governance Guide</li> </ul>
<b>Before the second board meeting</b>	Set up your information feeds to keep up with wider sector developments
<b>Within 6 months</b>	<ul style="list-style-type: none"> <li>• Complete your initial training and create an ongoing development plan that reflects the areas skills and knowledge that you want to develop as a Trustee</li> <li>• Continue to meet and engage with wider members of the school and trust</li> <li>•</li> </ul>

## **Governor Hub**

Governor Hub is an online storage platform and tool that's designed specifically for governing boards where we share agendas and associated documents, news, training options and other communication. You will be registered for Governor Hub once your new IT account (see below) is set up.

In the Documents area of Governor Hub you will find documentation relating to the school and Trust. Please also make use of the shared resources area. The Multi-Academy Trust Resources area is for sharing information with all the academies in the Trust. All governors in Local Governing Boards can see the Resources area as an icon on what is called 'the washing line', top right-hand corner of the screen. The Lead Governance Professional updates this area with news, information and training opportunities so please keep visiting.

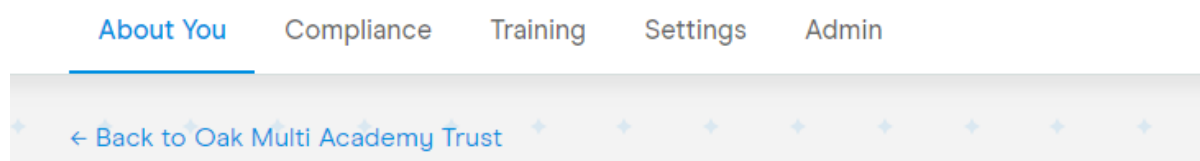
## **Declaration of Interests**

Individuals at all levels of Trust governance have a responsibility to act impartially and avoid any conflict between their business and personal interests and those of the individual academy and Trust as a whole. There is a legal duty on all those involved in Trust governance to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the individual concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, the Trust is required to establish and maintain a register of interests. This should include, if appropriate, the company by whom Trustees, Members, local governors etc. are employed and directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the academy or Trust. When completing the declaration of interests form you should include your own interest and those of any member of your immediate family (including partners) or other individuals known to you who may exert influence. This form should be completed on commencement of your role within the Trust and updated on an annual basis.

## **Compliance**

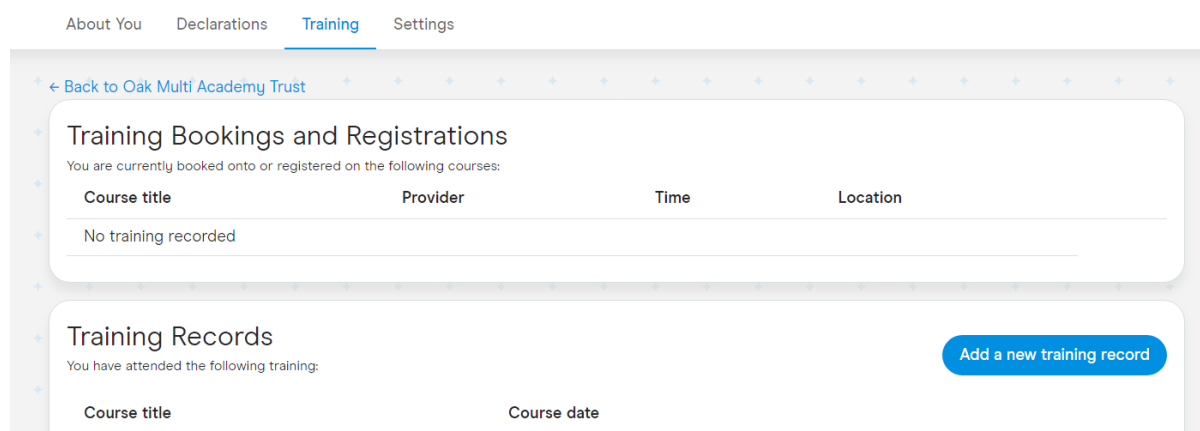
For Compliance, visit your profile on GH and find the Compliance tab, next to 'About You':



Here, you can add your interests and keep them up to date, and update your confirmations such as KCSIE, Safeguarding and GDPR. Please confirm these each year. They are pre-populated so you only need to click 'confirm'.

## **Training**

Next to the 'Compliance' tab is the 'Training' tab. Here, you can record any training you undertake as Trustee.



## **IT Set Up**

To comply with GDPR we provide all our Trustees with a school-specific IT account. Your school email will be our primary mode of communication with you. Calendar invites for all board meetings will be sent to your school email address and we will share meeting agendas and supporting documentation via Governor Hub, on which your new email will be registered.

When your new email is set up:

- In your web browser type in outlook.office365.com
- When prompted, enter in your school email
- When prompted again, enter your password
- You will be now logged into your school email account
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If you have any issues with your school account, please submit a ticket to the helpdesk: [helpdesk@aitn.co.uk](mailto:helpdesk@aitn.co.uk)

In order to assist with data security, all Trustees are encouraged to use the OAK email address or school-based email address where possible, and to consider GDPR implications when accessing documentation and corresponding with others.

Once individuals have been provided with IT access, they are encouraged to test their

access and report any issues to the Governance Lead before commencing mandatory training.

## Appendix 1: LGB Terms of Reference

### Introduction

Each school within the Trust has a Local Governing Body (LGB), which is a sub-committee of the Board of Directors. The Local Governing Body Terms of Reference are shown below and should be read alongside the grid supplement to the SoD which seeks to exemplify the responsibilities of the LGB alongside those of the Executive and the Trust Board.

The LGB plays a key role in the life of each school. The LGB is responsible for overseeing school objectives, working with the executive team, the Headteacher and SLT of the school to improve quality and to ensure that the school remains at the centre of community life.

In this respect, the LGBs main functions are to:

- Act as a key link between the school, parents and local community and champion the work of the school within the local community. The LGB is a subcommittee of the Trust Board and therefore an advocate for the school within the local community and a board which represents the values and aims of the trust in supporting and challenging the Headteacher and leadership team in a constructive manner.
- Provide constructive challenge to the Headteacher and SLT as they plan the future development of the school, and retain a focus on continual school improvement
- Support the development of the School Improvement Plan, self-evaluation processes, and any determined action plans;
- Continuously review the overall impact of the school amongst the community it exists to serve and make plans for improvement.
- Ensure that the school plays a full role in working together with other schools in the Trust and contributes to the work of the wider Trust
- Oversee the implementation of, and ensure compliance with, Trust policies locally with a particular focus on Safeguarding and Health & Safety

Strategic priorities for LGBs include:

### School Improvement and Inclusion

- To appoint a duly agreed Chair and Vice Chair qualified to lead the work of the LGB
- Monitor educational results and achievement against agreed targets, including agreeing planned strategies to raise standards for vulnerable groups and monitoring progress and impact;
- To be the 'eyes and ears on the ground', working with the Headteacher, Trust Primary T&L Lead and Director of School & People Development to monitor and understand the curriculum and learning environment / experience for learners to effectively support and challenge the Headteacher and SLT in this role.
- Review the School Development Plan and to monitor progress and impact for learners.
- Monitor implementation of any post Ofsted action plans
- To oversee the school's approach to inclusion and monitor progress and impact
- To ensure Prevent and other relevant training is provided to all LGB members

## Safeguarding

- To appoint from its members a designated Child Protection and Safeguarding representative;
- To ensure safeguarding training is delivered to all LGB Members
- To approve the school Child Protection and Safeguarding policies and monitor implementation
- To monitor the Single Central Record for compliance in line with the SCR and Safer-recruitment Policy
- To oversee safeguarding practice in accordance with Trust responsibilities and expectations;
- To ensure that safeguarding points of contact are visible at all times, including while school is closed, and that there is a procedure for appropriately escalating any safeguarding concerns, including whilst the school is closed

## Recruitment and Retention of staff

- To receive staffing updates and monitor the impact on education and learning;
- To ensure that staff appointment processes managed in school meet the standards set out in the Trust SCR and Safer-recruitment Policy

## Facilities, ICT and Estates

- To appoint from its members a designated Health and Safety representative
- To receive Facilities, ICT, Health and Safety, and Estates reports and monitor the impact on education and learning

## Community, governance and local issues

- To monitor the implementation of Trust policies in the school
- To review school specific policies, publications and website content and ensure school compliance
- To quality assure the implementation of all policies locally
- To ensure strong community relations and representation within the school
- With the designated trust lead, review UK GDPR and cyber security compliance and undertake relevant training each year.

## Finance and Legal

- To receive a summary of the approved academy budget for the academic year as agreed with the Headteacher, for information (autumn term).
- To receive a summary of the estimated year end outturn position to aid contribution to discussions with the Head teacher on development priorities selected for any surplus funds (summer term).
- To check and confirm that the Headteacher has applied pay grade changes in line with the Pay Policy.

## LGB Membership

At OAK we believe in strong local governance arrangements, supporting active, informed engagement by the parents, staff, and other members responsible for acting as the link between the school and community.

We follow DfE guidance in respect of the membership of the school LGBs. This guidance indicates:

- The Trust (OAK) centrally appoints a majority of members of each LGB
- There should be a minimum of 2 parent members
- The school Headteacher is a member of the LGB
- LGBs can choose to have staff as members of the local governing body, but the total number of staff members must not exceed one third of membership

As per our Scheme of Delegation, each LGB must have a minimum of 5 governors, and we recommend a maximum of 9, although, at the discretion of the LGB this number can be increased, subject to the caveats above.

LGBs can appoint members to the LGB either via elections of eligible parents, or via selection through the Head / Chair, to be ratified by full LGB. The Trust Board may directly appoint members to the LGB. Additionally, the LGB may appoint Associate Members for periods of office that they see fit. These members will not have voting rights. In addition, members of the Central Team, or centrally employed staff, may attend LGB meetings. All appointments should be reported to the Trust Governance Professional for formal approval from the Trustees at their next Board meeting.

All Governors are required to agree to uphold the OAK Governors' Code of Conduct, and to sign it annually.

#### Composition of LGBs

<b>Type of Member</b>	<b>Term of Office</b>	<b>Appointment Process</b>
Headteacher	Ex officio	N/A
LGB	2-4 years	Approval by Trust Board, following completion of eligibility and nomination checks. Further to either: - Appointment following structured interview by Headteacher & LGB Chair, and ratification by LGB. Or - Elections held Alternatively the Trust Board may directly appoint members to a LGB
Associate Members	As appropriate	Appointment follows interview by LGB Chair and Headteacher and ratification by LGB

Members recommended by the LGB will be reviewed by the Trust Board, where designation is not forthcoming, the LGB will reconsider and may wish to put forward further supporting evidence. The application will then be reviewed at Trust Board level when a final decision will be made.

In exceptional circumstances, an interim executive board may be required in a school. This would be appointed by the CEO with the approval of the Trust Board and would be expected to be in place for no more than one academic year.

#### Administrative arrangements

- The LGB will meet not less than once per term, with additional business meetings at the start of the year, and when required, by exception;
- The LGB will have at least 5 Members.
- The quorum for any LGB meeting is one third of members of the LGB +1.
- Members of the Central Team or centrally appointed staff may attend LGB meetings but do not have voting rights unless they are also members of that LGB.
- LGB Members will ordinarily be appointed for a period of between 2-4 years. Subject to remaining eligible, a member may be reappointed at the end of their term.
- The Chair and Vice Chair of the LGB will be elected by the whole LGB and will serve for one year. Postholders are eligible to be reappointed.
- Clerks will be appointed from Syzygy whose responsibility is to work alongside the Chair and Headteacher to offer administrative support, and governance advice, in liaison with the Governance Professional to the Trust Board.
- The Trust provides guidance and support to the LGBs through the provision of draft agendas, supporting documents and reports from the Trustee Board.
- Governors will be given access to Governor Hub and LGBs are required to use this as a compliant form of communication. On Governor Hub, Governors should ensure their contact details are maintained and records kept of all training.
- Governors should ensure that mandatory training as advised during the induction process is undertaken within four weeks of starting their post, and within four weeks of the first meeting of each academic year.

#### LGB Calendar

Tools including representative agendas, term areas of focus, and model scrutiny documents will be provided to LGBs, including an annual skills audit document for use in the spring term. LGBs are able to add to standard agenda items and calendars at their discretion, provided items remain in line with specific LGB responsibilities.

The Headteacher will publish a calendar of meetings for each academic year in consultation with the Chair of the LGB and Local Clerk. LGBs will ensure that LGB Meetings follow the timetable of the Trust Curriculum and Standards Committee to allow time for reporting to that Committee. Dates should be shared with the Governance Professional by the end of the summer term each year.

Draft agendas will be agreed in advance by the Chair and circulated to each Member at least 7 working days prior to the date of the meeting. Minutes of meetings should be circulated within 10 days to all Members of the Committee / LGB for information and will be reviewed and signed at the next LGB meeting. Minutes of the meetings should be shared with the Trust Governance Professional for reporting to Trustees.

#### Responsibilities of LGBs

Under the terms of the Scheme of Delegation LGBs are expected to work to an agenda of standardised items provided under the headings 'Curriculum and Standards', 'Health and Safety' and Community below.

#### Curriculum and Standards



- To be notified to, and provide scrutiny of, reports on the curriculum, pupil attainment and the quality of education delivery in school. To monitor the rates of progress and standards reached by children at each key stage, including the identification of any under achieving groups in particular through supporting the Growing Together programme of Quality Assurance as the “Eyes and Ears on the ground”
- Monitoring and evaluating the impact of teaching on rates of pupil progress and standards of achievement in particular through supporting the Growing Together program of Quality Assurance as the “Eyes and Ears on the ground”
- To understand indicators of pupil well-being and personal development, including attendance and behaviour, and to satisfy themselves that school planning and response is adequate in all respects.
- To understand and to support priorities for improvement at individual school level
- To be notified to the School Development Plan annually, and to receive reports on progress towards strategic goals outlined in the Development Plan
- To take responsibility for the promotion of safeguarding and the Prevent duty.
- Understanding the intervention strategies used and impact to support pupils particularly those resourced by pupil premium funding, other underachieving groups and vulnerable children.
- Understanding the intervention strategies used and impact of targeted grant Funding.
- Monitoring attendance including persistent absence
- Reviewing, monitoring and evaluating curriculum implementation through a range of strategies, including briefing and curriculum presentations, classroom visits, talking and listening to pupils, parents/carers and teachers in particular through supporting the Growing Together program of Quality Assurance as the ‘eyes and ears on the ground’
- Reviewing children’s welfare and social, cultural and spiritual development in the light of school curriculum policies.
- Promotion of well-being, community cohesion, British Values and the Prevent agenda.
- Working with school leaders to communicate the vision, ethos and strategic direction of the trust, school and to develop a culture of ambition.
- Implementing and monitoring the Sex Education Policy and Equality Information and Objectives
- Ensuring the needs of SEND pupils are met in accordance with any prescribed Education, Health and Care Plan.
- Compliance with the SEND Code of Practice and publication of the school’s offer on the school website.
- Ensuring and monitoring compliance with Child Protection and safeguarding policies and procedures.
- Receiving regular reports on safeguarding arrangements in the school
- Ensuring that looked after children are not disadvantaged by school policies and procedures and receive an annual report on their progress
- Receiving an annual report on racist incidents in school
- Overseeing arrangements for educational visits
- Monitoring the spend and impact of Sports Funding (Primary Schools)
- Monitoring the spend and impact of Pupil Premium

Health and Safety (incorporating estates and risk) and school priorities.

This section will be reported to the Trust Finance, Audit and Risk Committee as per the Scheme of Delegation.

- To ensure that the Health & Safety local policy is in line with the trust policy and is clearly visible on the school website.
- To ensure that all elements of the Health and Safety policy retained in school, H&S Planning and H&S records meet statutory expectations with reporting to the Headteacher, Central Team and Trust Board as required.
- Monitor to ensure that suitable risk assessments have been prepared and action taken to minimise risk,
- To monitor and review the risk register termly and then submit to the CFO.
- To be notified to reportable H&S incidents and other dashboard data including first aid incidents
- To make arrangements for Governors to inspect the premises on a regular basis
- To be notified of any other premises related tasks as delegated by the full LGB to be made aware of the school budget during the summer term to enable the LGB to make contributions to school priorities for allocation of available funds for the following academic year in collaboration with the Headteacher and the central team.
- To review recommendations made by the Headteacher in relation to pay progression, and to ensure processes have been followed.
- To ensure that the Risk register is being monitored and reviewed termly, and to review the top 5-10 risks as highlighted in the headteacher report.

#### Community

- To develop positive relationships with the wider community and to satisfy themselves that the school is fulfilling responsibilities as part of community life.
- Promote the individual ethos and values of the school and the wider ethos of the trust within the local community
- Listen and respond to parents and carers, pupils, staff, local communities and employers and capture how their views have informed the board's decision-making
- Communicate decisions clearly to pupils, parents and carers, staff and communities
- Seek to develop positive links with governors and stakeholders at other schools with a view to encouraging other school to consider discussions around whether our trust would be appropriate trust to join.

#### Reporting to the Trustees

Following each meeting, the Local Clerk to provide a report via the Governance Professional which includes:

- A short bullet list to highlight key issues and actions for Trustees to be aware
- Policies the LGB has approved
- Any queries or suggestions the LGB would like to raise with the trust
- Any new governors or re-elected chairs/vice-chairs for TB to approve

#### Amendment of Terms of Reference

This document will be subject to review at least once every twelve months.

## Appendix 2: New Governor Checklist

The induction process will be co-ordinated by the Chair of Governors, along with named persons (e.g. Headteacher, Deputy Headteacher, Clerk). Everyone involved must follow the agreed programme to avoid duplication of tasks and to ensure a comprehensive and supportive induction.

<b>Induction Tasks</b>	Role
First contact: welcome new governor and give an outline of the role and responsibilities of the governing Board	Chair
Arrange a visit to school to talk to HT	HT
Add new governor's name to governor and school e-mail lists	Clerk
At first full Governing Board Meeting introduce all Governors, wear name lanyards, explain acronyms and jargon, explain context of each major agenda item	Chair
Talk to new governor about roles within the governing Board, committee structure, scope of works and agreed communications protocol. Discuss new governors interests and skills to match governor to relevant committee and arrange first committee meeting observer visit	Chair / clerk
Arrange feedback from new governor, so that induction procedure can be updated and refined	Clerk
<b>Induction Procedure</b>	Initial when complete
Welcomed to the Governing Board by the Chair	
Invited by the Head teacher to visit the school	
Toured the school and met staff and children	
Completed identification process for DBS check	
Registered with Governor Hub	
Registered with NGA and Local Governance Development Service	
Completed declarations of interest / profile / contact details on Hub	
DfE Keeping Children Safe in Education – confirmation read Part 1 & 2 (declare on Hub)	
LGB Code of Conduct	
Watch UK GDPR Training Video and declare on hub	
Watch Cyber Security Training and declare on hub	
Watch <a href="#">induction training</a>	
Audit skills check	
LGB meeting dates	
<b>For information/reading</b>	
Latest Ofsted report	

The school's Aims Statement	
List of Governors and their responsibilities	
List of school staff, their responsibilities and job titles	
School Business Continuity Plan	
Details of the Governing Board Committees and terms of reference	
Relevant Policy Documents (including Whistleblowing, Safeguarding and Child Protection Policy)	
Scheme of Delegation	
School development and Improvement plan Last Head Teacher Report to Governors	
Calendar of events, dates of meetings and school holidays	
Privacy Notice	
School Prospectus / website / newsletters	
<a href="#">Local Governor Induction guide</a>	
<b>Has Head teacher or Chair of Governors covered?</b>	
Background to the school	
Current issues facing the school	
Relationship between the Head teacher and Governing Board	
Overview of the governor's role	

## Appendix 3: Training opportunities

Where can I access training as a Governor / Trustee?

See below for sites specialising in specific training (safeguarding, SEN, Curriculum, Pupil Premium, and much more) and more generic governance training:

- Governor Hub / including Governor Hub Knowledge

[GovernorHub Knowledge \(thekeyssupport.com\)](https://thekeyssupport.com)

You will receive a registration link to Governor Hub once you become a governor. Your clerk will explain this as part of induction. Governor Hub is linked with the Key (see Knowledge tab) and this is a wealth of information including [training courses](#) and [learning pathways](#). They have some good induction bitesize courses for governors and trustees too. This training is recorded on Governor Hub when complete.

- Leicestershire Governor Development Service – all schools are members

[Leicestershire Traded Services](#) – log in and go to ‘resources’ tab for full training schedule

You should have been added to this when you joined as a governor; if you do not have access, please let your clerk know. You can also sign-up here: [New Account Request | Leicestershire Traded Services](#). Full brochure and guide on how to use the service are on Governor Hub in the training folder.

- NGA / Learning Link

As part of the LTS (above), schools and trustees also have access to the Learning Link: [Learning Link e-learning for school governors and trustees | National Governance Association \(nga.org.uk\)](#) with many excellent resources for specific and general areas of governance. You will need to register: [Registration - Enable \(vc-enable.co.uk\)](#) and choose your school (Trustees should choose Manor High). Once the NGA have confirmed, you will be able to log in. Any problems, let your clerk know.

Other sites

- Governors for schools – includes webinars, e-learning and news. Free.

[Online training and support for governors - Governors for Schools](#)

- CST (for Trustees)

[Login \(cstuk.org.uk\)](https://cstuk.org.uk)

The trust is a member; please contact the central team for the membership number to access courses specific to being a trustee in a MAT.

Introduction and Induction webinars:

[The first 100 days as a trustee - Governors for Schools](#)

[Induction for academy governors on local governing bodies | GovernorHub Knowledge \(thekeyssupport.com\)](#)

[Induction for academy trustees | GovernorHub Knowledge \(thekeyssupport.com\)](#)

[Welcome to Governance](#)

[Induction Training for new Governors](#)

**Introduction to Governance webinar:** [Introduction to governance webinar - Governors for Schools](#)

A free webinar to direct colleagues/friends/family/acquaintances to if they wish to find out more about the role.

If you know of anyone who would like to become a Trustee, or find out more about the role, this is a useful page to direct them to: [Academy trustees: who are they and what do they do? \(governorsforschools.org.uk\)](#)

For succession planning or Chair development

Various courses including:

[Leading Governance Development for Chairs | National Governance Association \(nga.org.uk\)](#)

[Learning Link Succession Planning](#)

[LTS Chairs' Forum](#)

[The Crucial Role of the Chair](#)

**If your LGB feels there is a bespoke need for particular training, then please let the central team know [admin@oaktrust.org](mailto:admin@oaktrust.org) and we can organise this for you.**

## **Appendix 4: UK GDPR Training**

Training video

UK GDPR compliance requires the engagement and involvement of all school staff, LGBs and Trustees.

Ensuring that staff are aware what UK GDPR is, how it impacts on maintaining role, remaining vigilant and understanding their personal responsibility and obligations is essential. Training staff, governors and volunteers is recommended by our DPO to be undertaken on an annual basis.

The training provided by our DPO has been updated to provide a focus for the school workforce, including volunteers, and for trustees and governors. Each training is around 30 minutes, and the individual links can be shared or used for training at meetings, briefings, or inset days. It is vital that LGBs and Trustees are aware of the ongoing GDPR processes.

Keeping a record of attendees and ensuring that new staff, volunteers, governors, and trustees watch the videos and read the associated guides is a matter for each school or trust to arrange as part of the existing CPD monitoring process. For LGBs and Trustees, we ask that clerks plan for this training to be included in the agenda for the Autumn meeting on an annual basis.

The training video to be included is here:

[GDPR & Data Protection Training for Trustees and MAT Governors \(vimeo.com\)](#)

Please circulate ahead of your Autumnal meeting along with this blurb reiterating the importance of GDPR training.

## **Appendix 5: Cyber Security Training**

Cyber-attacks are no less frequent or less severe in education. In fact, they seem to be gaining ground in prevalence year on year as instances of breaches in schools and higher education are widely reported. Not only does this have the potential to affect the finances or running of the school, but can also impact the privacy of the pupils themselves and the school's reputation. Therefore, Cyber security is part of the wider DfE guidelines for IT security and training is required to adhere to insurance requirements.

Our IT support provider is responsible for securing our systems and ensuring basic protection from cyber-attacks. However, no technological solution is 100% effective. Often the best defence is staff who are aware of the main cyber risks and threats to a school. School staff can be a crucial part of a schools' cyber defences by following some key cyber security steps. As a result, it is vital that new staff undertake cyber security training at their earliest convenience. The training video can be viewed here: [Cyber security for governors/trustees | GovernorHub](#)



