

# St John the Baptist Catholic Multi Academy Trust

St John the Baptist



Catholic Multi Academy Trust

*“Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people, to accompany them in the stages of their growth and to set ourselves beside them. Give them hope and optimism for their journey in the world. Teach them to see the goodness and beauty of creation and of man who always retains the Creator’s hallmark. But, above all, with your life be witnesses of what you communicate.”*

*Pope Francis*

## GOVERNANCE HANDBOOK

September 2023

Sacred Heart Roman Catholic Primary School, Peterborough  
St Augustine’s Catholic Primary School, Costessey  
St Benet’s Catholic Primary School, Beccles  
St Edmund’s Catholic Primary School, Bungay  
St Francis of Assisi Catholic Primary School, Norwich  
St Martha’s Catholic Primary School, King’s Lynn  
St Mary’s Roman Catholic Primary School, Lowestoft  
St Mary and St Peter Catholic Primary School, Gorleston  
St Thomas More Catholic Primary School, Peterborough  
Notre Dame High School, Norwich



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# 1 Introduction: Purpose of this Handbook

This handbook is for Directors and Governors of schools within the St John the Baptist Catholic Multi Academy Trust to help you understand your role in the governance of our schools.

The handbook sets out what we expect of our Directors and Governors and the support we will give you to enable you to excel in the role. The handbook is designed to give you an overview of the role and to provide you with a comprehensive tool that you can refer to as you develop in your governance role, engage in different sub committees and encounter different aspects of school life and governance.

Strong governance is an essential element in achieving our aim that all our schools provide an outstanding education within our Catholic ethos. Everyone involved in the governance of our schools must be able to discharge the three core strategic functions as defined by the Department for Education:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher/Head of School to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

In exercising their role, Governors and Directors must:

- act with integrity, objectivity and honesty and in the best interests of the school and the Trust; and
- be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested parties.

Directors and Governors must at all times comply with the principles of the Trust [Code of Conduct](#) of the Trust and the Nolan Principles of Public Life.

## *Selflessness*

- Holders of public office should take decisions solely in terms of public interest and not in the interests of themselves, their family or their friends.

## *Integrity*

- Holders of public office should not place themselves under any obligation to a third party which might influence them in the performance of their public duties.

## *Objectivity*

- All decisions involving awarding contracts, benefits or rewards should be made on merit.

## *Accountability*

- Holders of public office are accountable to the public for their actions and should submit themselves to whatever scrutiny is appropriate to their office.

## *Openness*

- Holders of public office should be as open as possible about the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it.

## *Honesty*

- Holders of public office have a duty to declare any private interests relating to their public duty and resolve conflicts so as to protect the public interest.

### *Leadership*

- Holders of public office should promote and support these principles by leadership and example.

TRUST Directors operate at a strategic level across the family of schools, whereas Governors are particularly responsible for their school. Both the TRUST Board and LGBs provide a strategic role and must avoid routine involvement in operational matters, which is the responsibility of the CEO, Head Teachers and the Executive.

We expect all Directors and Governors will come to meetings prepared, having read the relevant papers produced by the Executive, and ask appropriate, relevant, questions. This means that in addition to the meeting you need to factor in time to prepare. The [DfE Governance Handbook](#) provides links to appropriate questions for Trust Directors and Governors to ask which may be a useful prompt when you are preparing for meetings.

It is important to understand the time commitment needed to undertake a Governor or Director responsibilities, meetings, visits to schools, preparation, events, short notice requirements (OFSTED, panels) and we greatly value the time that every Director and Governor give to the school.

Various regulations and guidance underpin the role of the members of the Trust Board (who are referred to in this Trust as Directors) and the Local Governing Bodies (LGBs). We have high standards for our students, our staff and our governors and it is important that all those appointed to governance roles make themselves aware of their legal and moral duties, and the remit of their role, as set out in this handbook.

All our schools retain their own identity and character. More information about the Trust and our family of schools can be found on our website (<https://www.stjohnthebaptist-cTrust.org.uk>) which also provides links to the individual school websites.




If you have questions about your role as a Director or Governor, you should first speak to the relevant Chair of your LGB or Trust Board.





If you have any comments or feedback about the content of the handbook please contact John Eady, Trust Compliance Manager ([jeady@ndhs.org.uk](mailto:jeady@ndhs.org.uk)).

## 2 Key Trust Staff, Directors and Governors

### 2.1 The Directors

The Directors are:

	<p><b>Ruth Hollis</b>  <i>Chief Executive, Spirit of 2012.</i>  <i>Chair of the Board of Directors.</i></p> <p>Wide experience of organisational development, implementation of effective policies and procedures, recruitment of key staff and engagement with a variety of stakeholders to develop strategic partnerships. Management experience with UK-wide Charitable Trust funding projects that promote individual wellbeing, community cohesion and challenge negative perceptions of disabled people. Previously Chair of St Francis of Assisi Catholic Primary School. Became a Director of the Trust at its inception in 2016. Brings strategic, governance, financial and organisational skills to the Board.</p>
	<p><b>Peter Godfrey</b>  <i>REACH Business Manager and Principal Consultant at Cambridge Environmental Assessments, part of RSK ADAS Ltd</i></p> <p>Chemist/Scientist with over 40 years experience in consultancy, R&amp;D, production, technical and customer service, all areas of industrial legislation, sales and marketing, quality and personnel management. Prior to joining the Trust's Board of Directors was a Foundation Governor at Notre Dame High School. Committed to improving life chances for young people in this area, and brings a wide range of expertise, both from an industry and educational perspective.</p>
	<p><b>Kim Payne</b>  <i>Interim Chief Executive Officer</i></p> <p>Previously Deputy CEO and Director of Trust Improvement of the Trust. Extensive leadership experience. As Headteacher of St John's Infant School led the school to two "Outstanding" Ofsted judgements. Led successful amalgamation and unification of two schools into one primary school (St Francis of Assisi Catholic Primary School) which received a Good gradings from Ofsted. Mentors and provides support for Headteachers and leaders locally.</p>
	<p><b>Phil Beecher</b></p>





	<p><i>Chief Operating Officer at a large Norfolk Trust having qualified as a chartered accountant at Pricewaterhouse Coopers and currently completing a part-time MBA at the University of East Anglia.</i></p> <p>Specialism in accounting and audit with wider skills and experience including strategy, risk management, governance, procurement, IT and HR which have been built up working across the private sector, the NHS and education. Track record of delivering organisational improvement at senior management and executive level, having spoken at regional and national conferences on use of the apprenticeship levy to support this.</p>
	<p><b>Glen Batchelor</b></p> <p><i>Wealth of experience and skills gained globally from various companies in technology and public sector procurement</i></p> <p>Employment experience in technology, public sector procurement and the food industry, with skills in strategic direction, financial understanding and organisational development. Joined the Governing Body of Notre Dame High School as a parent Governor in 2014. Become a Director of the Trust when it was formed in 2016. Brings clear vision, and financial and corporate expertise to the Board.</p>
	<p><b>Darryl Smith</b></p> <p><i>Operations Director for YMCA Norfolk</i></p> <p>Currently working to make a difference in the lives of young people affected by homelessness, employment and lack of education. Designated safeguarding lead with a passion for ensuring the safety and wellbeing of young people. Previously senior manager in local government with extensive experience in social housing and homeless strategy and policy. 15 years experience in governance on different third sector boards including roles as Chair and Treasurer.</p>
	<p><b>Julie O'Connor</b></p> <p><i>Retired Director of the Roman Catholic Diocese of East Anglia's Diocesan Schools Commission</i></p> <p>Nineteen years experience as Diocesan Schools Director advising on Catholic ethos, strategy and senior appointments across East Anglia, and supporting schools and the Diocese. Previously Chair of Notre Dame High School's Governing Body.</p>
	<p><b>Dan Mckeown</b></p>






	<p><i>Headteacher of Coltishall Primary School, with extensive experience of leadership coaching and development.</i></p> <p>Supported the development of middle leaders in the Norfolk 'Do Different' cluster, as a coach for the National College of School Leadership. As a Specialist Leader of Education, linked to Eaton Hall Teaching School, provided leadership support to several schools. Previously a parent governor at St Francis of Assisi Primary School.</p>
	<p><b>Mark Welsh</b></p> <p><i>Head of Education and Employability at English Football League Trust.</i></p> <p>Previously Project Manager at NCC Children's Services with extensive experience as an education leader for a variety of colleges, training providers and charitable trusts within Adult and Youth Offending (13-19) and SEMH provision. A proven track record of transforming education and skills provision for vulnerable people.</p>

## 2.2 The Executive Team

The Executive Team comprises **interim Chief Executive Officer (Kim Payne, details above)** and

	<p><b>Peter Pažitka</b> <i>Finance and Operations Director</i></p> <p>Trust Chief Financial Officer since April 2018. The senior non-teaching professional involved in determining the strategic direction of the Trust, taking the lead in the effective and efficient development, provision and operation of the Trust's business functions, ensuring best practice, financial stability and growth.</p> <p>Experienced finance professional with over 15 years of education-specific expertise in mergers, governance, accounting and project management. A fellow member of the Association of Chartered and Certified Accountants (FCCA).</p>
	<p><b>Roger Higgins</b> Director of Trust Improvement &amp; Deputy CEO</p> <p>Has a range of experience in roles focussed on improving teaching and learning. As Director of the Julian Teaching School Hub, led the provision of high-quality training for teachers at key stages of their careers as well as quality assuring the induction of Early Career Teachers in a range of settings. As Director of Norwich Research School, provided support for school leaders in the use of evidence to improve outcomes, particularly for Disadvantaged pupils. Previous roles include Assistant Headteacher and Head of Science at Notre Dame High School. Prior to working in Education, gained experience of large change projects through working in Information Technology for Financial institutions.</p>
	<p><b>John Eady</b> <i>Compliance Manager</i></p> <p>Governor at Notre Dame High School 2004-2008 and supported its successful bid for a second specialism in science. Scientist at Institute of Cancer Research (London) and Institute of Food Research (Norwich) for 23 years. Joined Notre Dame High School as Clerk to Governors in 2008, advising on governance and compliance. Part of team which co-ordinated academy conversion, and managed transition to a Trust. Currently Compliance Manager and Data Protection Officer across the Trust.</p>
	<p><b>Sarah Bird</b> Director of Professional Development (including the Julian Teaching School Hub)</p> <p>Previous Head of Biology at Notre Dame High School, Sarah has extensive experience of supporting and delivering training to ITT Students. Previous roles include Deputy Director of the Training School, ITT Lead for the Julian Teaching School Hub and Deputy Director of the Julian Teaching School Hub. Responsible for developing partnerships with ITT providers for the 2024 reforms and continued focus on professional development by leading on the National Professional Qualifications.</p>

	<p><b>Katarina Blasko</b> <i>Business Support Manager</i></p> <p>Responsibilities cover Health and Safety, premises and HR support. Extensive experience across a variety of sectors and disciplines, providing organisational support and facilitating improvement.</p>
	<p><b>Helen Bates</b> <i>Assistant Director of Schools Service, Roman Catholic Diocese of East Anglia</i></p> <p>Previously Deputy Head of Admissions and Place Planning and Capital Programme Manager for Norfolk County Council with over 20 years' experience in local government strategic planning. Joined Diocese in 2012 and leads on place planning, capital building, premises and land management and admissions.</p>
	<p><b>Kate Lewis</b> <i>Trust Clerk for Directors and Norfolk and Suffolk schools</i></p> <p>Trust Clerk since April 2022. Role includes planning and clerking meetings, managing GovernorHub and providing information and assistance to governors.</p>

## 2.3 Chairs of Local Governing Boards

The current Chairs of Local Governing Bodies in St John the Baptist Catholic Multi Academy Trust are:

Catholic Primary Schools of the Waveney Valley (St Benet's – Beccles, and St Edmund's - Bungay)	to be confirmed
Sacred Heart Roman Catholic Primary School (Peterborough)	Larry Binns
St Augustine's Catholic Primary School (Costessey)	Joseph Zammit
St Francis of Assisi Catholic Primary School (Norwich)	Andrew Parle
St Martha's Catholic Primary School (King's Lynn)	to be confirmed
St Mary's Roman Catholic Primary School (Lowestoft)	Simon Gilbert-Barnham
St Mary and St Peter Catholic Primary School (Gorleston)	Simon Gilbert-Barnham
St Thomas More Catholic Primary School (Peterborough)	Ann Morris
Notre Dame High School (Norwich)	James McGarry

## 2.4 Executive Headteachers and Heads of Schools

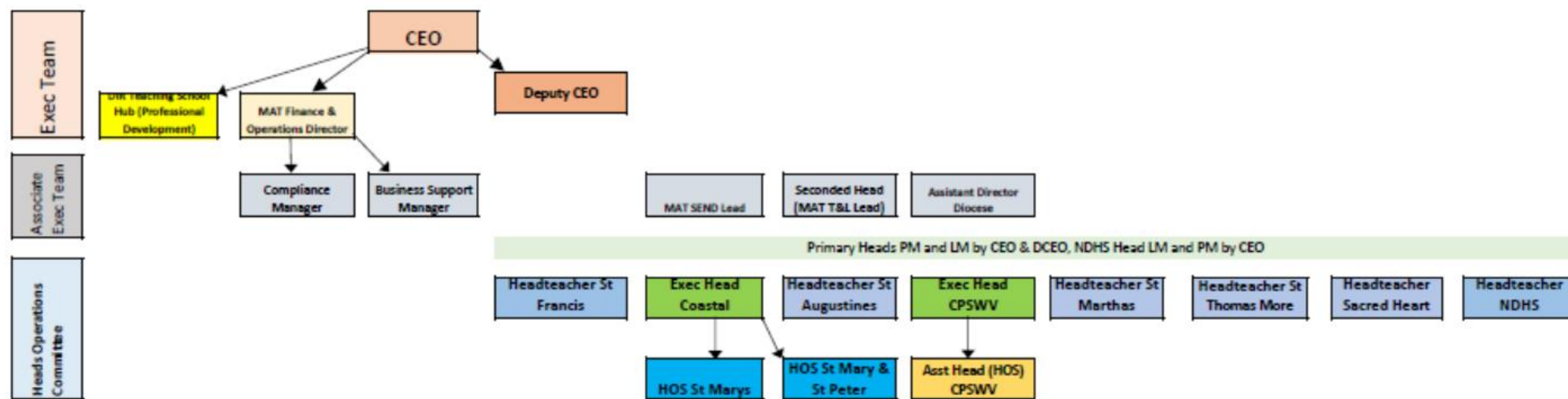
**The Executive Heads** across the TRUST's schools are:

Catholic Primary Schools of the Waveney Valley (St Benet's – Beccles, and St Edmund's - Bungay)	Sam Barlow
Catholic Coastal Schools (St Mary's and St Mary and St Peter)	Helen Armstrong

**The Heads** in St John the Baptist Catholic Multi Academy Trust are:

Sacred Heart Roman Catholic Primary School (Peterborough)	Tom Claxton
St Augustine's Catholic Primary School (Costessey)	Rachel Swindell
St Francis of Assisi Catholic Primary School (Norwich)	Felicity Hope
St Martha's Catholic Primary School (King's Lynn)	Rachel Edwards
St Mary's Roman Catholic Primary School (Lowestoft)	Ewa Parker
St Mary and St Peter Catholic Primary School (Gorleston)	Abi Goddard
St Thomas More Catholic Primary School (Peterborough)	Anne-Marie McElhinney
Notre Dame High School (Norwich)	Thomas Pinnington

## 2.5 Trust Staff Organogram



## 3 AN OUTLINE OF CATHOLIC EDUCATION

### 3.1 The History of Catholic Education

“Wherever there may seem to be an opening for a new mission, we would prefer the erection of a school, so arranged as to serve temporarily for a chapel, to that of a church without one.”

*[Westminster Provincial Synod, July 1852]*

The Church has always viewed education as vital to the formation and development of the whole person and in the early nineteenth century setting up Catholic schools for the Catholic community was a priority. Catholic schools continued to be established throughout the late nineteenth and early twentieth century, which, at a time when state involvement in education was still very limited, meant that Catholic parents from underprivileged backgrounds were nevertheless able to send their children to school. Service to those who are amongst the most disadvantaged in our society has also always been central to the mission and ethos of Catholic education. Many Catholic schools were established in the nineteenth century to meet the needs of poor Catholic immigrants from Ireland and that mission remains strong and relevant today, with Catholic schools continuing to receive pupils from the new immigrant populations from across the world.

### 3.2 The Distinctive Nature of Catholic Schools

A school's Catholic character is witnessed to in all facets of its life and there is no separation into 'secular' and 'religious'. The experience of learning across all subjects is a search for God's truth in the whole of His creation. For the school to be truly Catholic this vision must be shared by all concerned with its work.

The key characteristics of a Catholic school are:

- A vision shaped by the personal faith and commitment of its leaders.
- A staff that understands and is committed to the school's mission.
- A set of aims and objectives to ensure that this vision is achieved in the reality of the day to day life of the school.
- A praying and worshipping community where sacramental and liturgical celebration are integral to the learning experiences of all within the school community.
- Religious Education at the heart of the curriculum.
- The presence of God recognised in the uniqueness of each individual and in each person's specific talents and gifts.
- A place where each individual makes a unique and valued contribution.
- A community open to the world in which we live and seeking the power to change it for the better.
- Where the curriculum and all policies and procedures are rooted firmly in the values taught and lived by Jesus Christ.
- Where success is celebrated and failure is treated with compassion.

At the heart of the Catholic school is the belief in the human person, called by God into being and offered the fullness of life (*cf John 10:10*). The school community shares its belief in God, the creator of all, visible and incarnate in Christ, and in the Spirit, abiding in the school. Pope Benedict, in his address to Teachers and Religious in 2010, said that the school should be “*first and foremost ... a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.*”

The task of education requires of Catholic schools a sincere, ongoing engagement between faith and learning, including a critique of what is taught, *‘a synthesis of culture and faith, and a synthesis of faith and life; the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the*

*Christian.* Paragraph 37, Pope John Paul II's address '*The Catholic School*', given at the Sacred Congregation for Catholic Education in March 1977.

### **3.3 Evaluating the Distinctive Nature of the Catholic School**

Foundation Governors and Directors are charged with the responsibility of preserving and developing the religious character of the schools on behalf of the Bishop but all Governors share in this responsibility because it is the ethos of the school. They have a duty to act in a way consistent with each school's ethos and religious character.

Governors and Directors should work with the Head, staff, pupils and parents in ensuring that their policies reflect this. Admissions, behaviour, sex education, curriculum and personnel Matters are areas which require particular care. The school's mission should be expressed in a statement of aims and objectives that makes clear to all in the school community how the school will live out this mission from day to day.

### **3.4 The Common Good in Education**

The Trust Board and Local Governing Bodies should bear in mind the Church's social teaching as set out in The [\*Common Good in Education \(CES 1997\)\*](#). They should pay particular attention to the commitment of their responsibility towards those who are poor, marginalised or disadvantaged and who have Special Educational Needs and Disabilities.

It is crucial for all in schools to ensure that those who do not succeed academically are valued by the community as a whole, to celebrate the fact that those who have not achieved high grades may well have tried as hard – if not harder – than those who have. (*The Common Good in Education*)

The development of the whole person – socially and emotionally as well as spiritually and academically – is fundamental to the Catholic school. Catholic schools need to demonstrate commitment to this development in their provision for social and emotional development. For example, the Code of Conduct or Behaviour and Discipline policy will recognise individual needs as well as those of the school as a whole.

Regular reports from the CEO (for Directors) and Heads (for LGBs) will outline the wide variety of spiritual and other enrichment activities underway in the schools. You should also pay attention to the Heads report on use of the Pupil Premium to support students from disadvantaged backgrounds, special educational needs or disabilities.

## 4 THE TRUST AND ITS STRUCTURE

### 4.1 Structure of the Trust

St John the Baptist Catholic MAT is a Multi Academy Trust (MAT) established in April 2016. We sign one Master Funding Agreement with the Department for Education for the Trust, and Supplemental Agreements with each individual Academy.

#### 4.1.1 The Members and the Directors

The Members are the signatories to the Trust's Memorandum of Association. The Bishop is Chair with Ruth Hollis (as Trust Chair), Fred Corbett, Dr Andy Stone and Fr Tony Rogers, meeting at least annually at the Trust AGM. The Bishop normally appoints Directors, however, the Members as a collective body have the power to appoint and remove Directors should this be necessary.

The Trust Board manages the business of the academy Trust and is accountable in law and to OFSTED for the Trust as a whole. Board members are referred to as Directors. The Trust is an exempt charity, not registered or directly regulated by the Charity Commission for England and Wales, but accountable to the Secretary of State as Principal Regulator. St John the Baptist Catholic Multi Academy Trust is the employer for all staff across all our schools, although of course each staff member in each school is closely associated with that school.

The Board of Directors meets at least six times a year. The Board sets the strategic direction for the Trust and agree the Trust Improvement and Development Plans and operational policies in key areas, which are then applied within and across all our academies.

The [Scheme of Delegation](#) sets out the framework for decision making and responsibility between the Trust and the LGBs.

#### 4.1.2 The CEO

The interim Chief Executive Officer (CEO), Kim Payne, is an Executive member of the Board of Directors and is the Accounting Officer for the Trust. The Accounting Officer, on behalf of the Directors, has personal responsibility (which must not be delegated) for assuring compliance with the [Academies Financial Handbook](#) (AFH), the Funding Agreement (FA) and all relevant aspects of company and charitable law. The CEO is responsible, under Directors' guidance, for the overall organisation, management and staffing of the organisation and for its procedures in financial and other Matters, including conduct and discipline.

The CEO is the lead member of the Executive Team. The Executive Team has wide-ranging responsibilities across all the schools for assuring and ensuring educational improvement and for providing key business services. They monitor and support the work of the schools to ensure consistent practice across the Trust, especially in the areas of Finance, HR, Facilities and Policy.

The CEO chairs the regular Heads Operations Committee which, with representation from all schools, advises the Board of Directors on educational and other Matters.

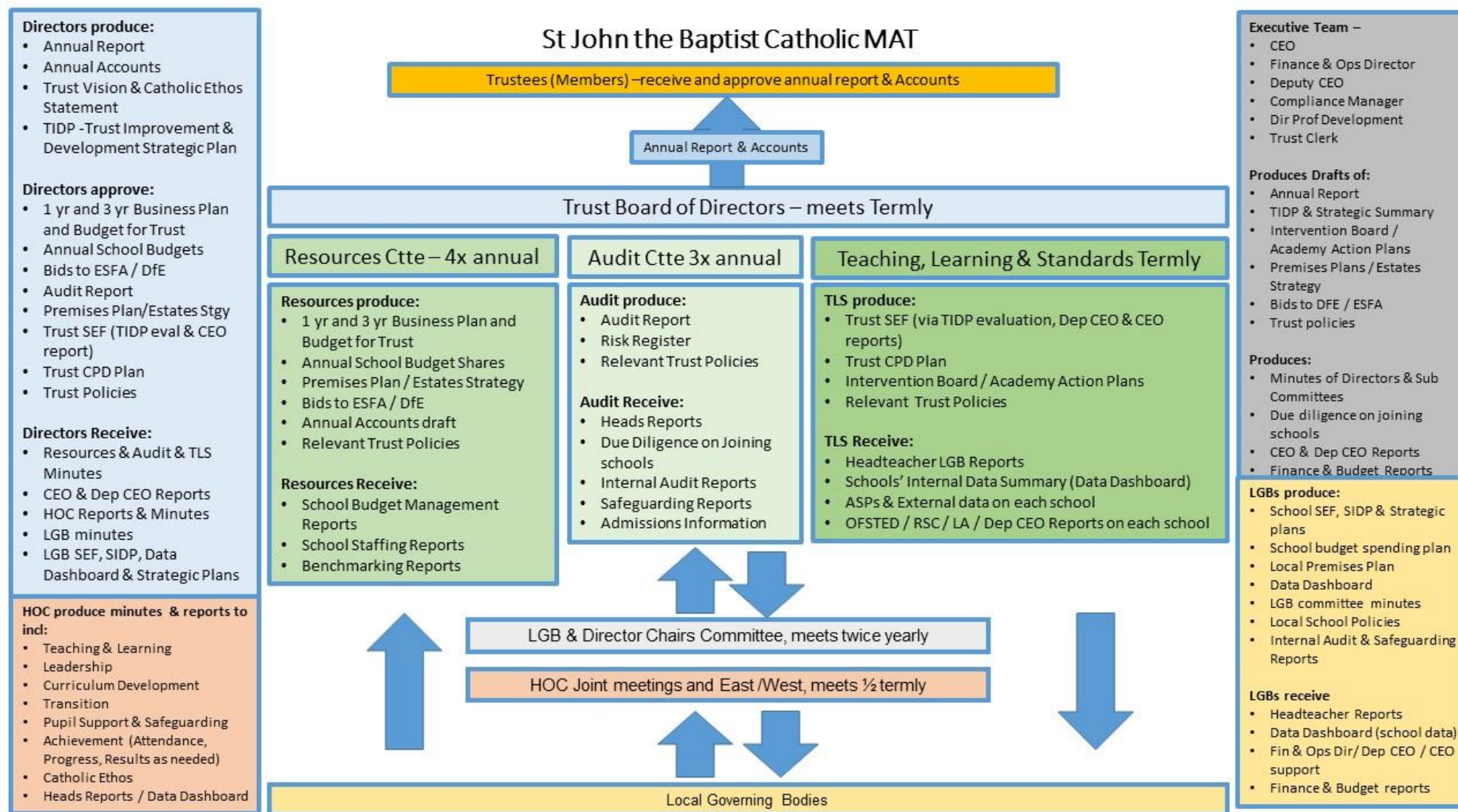
#### 4.1.3 The Local Governing Body

Each individual school within the group has a Local Governing Body (LGB), which is a committee of the main Trust Board. The Board of Directors formally delegates a wide range of powers to LGBs covering most of the operational duties necessary for it to discharge its duties on behalf of the Trust Board and of the relevant school as set out in the [Scheme of Delegation](#).



This governance structure allows the LGBs and school leaders to concentrate on teaching, learning and standards, improving the life chances for all pupils at its schools while retaining strategic oversight by the Trust Board. The principle of subsidiarity means that we aim to ensure that decisions are taken closest to those that they effect. We want to empower the LGBs to retain the particular character and individuality of each school.

A more detailed explanation of these levels of governance can be found from Chapter 5 onwards.



## 4.2 Human Resources

The Trust is the employer of all staff working across our family of schools. The Trust Board is responsible for setting pay and conditions for teachers and non-teaching staff, recognising the statutory guidance on pay and conditions for teachers.

We have standard policies for all HR matters which apply to all staff. All approved policies can be found in the [policies section](#) of the Trust website. Having central HR policies, such as grievance and appraisal, means that:

- Governors can be confident that policies are up to date and compliant,
- school managers can deal with issues in a fair and consistent way and
- all our staff understand the standards expected of them.

Having agreed, clear and unambiguous policies for staff and management to follow is a key part of our duty of care for our staff and students.

As a Catholic Trust, we follow the Catholic Education Service (CES) employment policies, which support the CES contracts of employment and inform the basis of the terms and conditions for all staff. Policies supporting the CES contract can be found at:

<http://www.catholiceducation.org.uk/employment-documents/model-policies-and-procedures>

The Trust must be compliant with employment legislation, and both Directors and Governors may be asked to consider HR and employment issues, especially those on the Resources Committees. As a rule, Directors will consider Trust-wide policy and HR practice and the performance management of the senior Executive Team. Governors apply these policies locally and are involved in the performance management of the relevant Head. Day to day management of the staff is part of the operational responsibility of the CEO and the Heads and, unless there are specific issues, Directors and Governors will not be involved in HR matters at this level. All Directors and Governors dealing with HR issues must ensure that they take HR advice from the Trust's appointed external HR provider, EPM, to ensure that we comply with the relevant legislation. Peter Pazitka, Trust Director of Finance and Operations is the main point of contact in the Trust Executive for HR queries unless it is concerning the Head in when you should speak directly to the interim CEO, Kim Payne.

If employment issues are not handled correctly it can result in industrial tribunals, legal proceedings and/or financial penalties. Directors, Governors and senior staff must not operate outside the legal framework of employment practice. Governors must therefore make use of the expertise which is available to the school via our HR provider at all times, ensuring that the CEO and Finance & Operations Director are kept informed.

The Trust recognises professional associations (Unions) and values their contribution in promoting good staff relationships and a positive working environment.

## 4.3 Finance

One of the three principal functions of school governance is to oversee the financial performance of the school and making sure its money is well spent. The Trust Board is responsible for the overall financial management and probity of the Trust, ensuring that money is spent appropriately, ensuring good value for money.

As an Academy Trust our finances are subject to annual independent external audits, which are published, and the Annual Report and Accounts and Financial Statement are submitted to the ESFA and Companies House. The Trust Board approves the appointment of both internal and external auditors, receives their reports and ensures that any recommendations are implemented or that progress towards compliance is monitored.

The CEO, as Accounting Officer, holds personal responsibility for value for money, regularity and propriety. Our financial responsibilities and accountabilities are set out in the DfE [Academies Financial Handbook](#) (AFH). All Directors and Governors serving on Resources (Sub) Committees must read the AFH.

Peter Pazitka, Director of Finance and Operations leads the finance function for the Trust, reporting to Kim Payne as interim CEO and Accounting Officer. The Resources Committee of the Trust Board is responsible for finance across the schools and will scrutinise the budgets and spend profile of each of the schools and the Trust as a whole. The Trust Board must consider finances 6 times a year to be compliant with the AFH. The Resources Sub Committees of the Local Governing Bodies will primarily be concerned with the budget and finances of the relevant school. The Central Finance Team, led by Peter, prepare monthly management accounts, which are shared with the individual Heads as well as the CEO and Chair of Directors. LGBs (or their Resources sub-committee) should consider at each of their meetings the latest available set of management accounts. Individual schools may have Finance or Business Managers (depending on their size) that will oversee the school finances and may report to the LGB Resources Sub Committee.

Once school budgets have been reviewed by the LGBs and approved by the Directors the Director of Finance and Operations submits them to the Education and Skills Funding Agency (ESFA) for all our schools.

Other returns submitted by the Director of Finance and Operations on behalf of the Trust include the Annual Academy Return, the Budget Forecast Return and the Budget Forecast Return Outturn. The Director of Finance and Operations also coordinates timely submission of other returns, including the Land and Building Collection Tool, Trade Union Facilities Time, Gender pay gap reporting etc. All these returns are submitted at the Trust level on behalf of our schools.

We expect all Directors and Governors to understand school finances, how to scrutinise budgets and to hold the Executive to accounts for financial performance, including the delivery of value for money. Finance training is available as part of the core governor training offer (see Chapter 11) and should be undertaken, as a minimum by all Directors and Governors serving on Resources Sub Committees. The Director of Finance and Operations will also offer Trust-specific training for groups of Governors and Directors as required.

## 4.4 Policies

As set out above, a large number of the policies and operational procedures for our schools are developed for the Trust as a whole by the Executive Team and the Heads Operations Committee (HOC) on behalf of the Board. The Head of each school is responsible for communicating and overseeing implementation of policies at school level with their Local Governing Body. As part of their oversight role, Local Governing Bodies (LGBs) are responsible for ensuring that policies are implemented effectively at the local level.

**There are also a number of policies that will be distinct to individual schools. LGBs should review and ratify their local policies regularly - some will need to be reviewed annually and others every 3 years. As a minimum LGBs should have the following local policies:**

- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy (NB some related policies including Prevent and Safer Recruitment lie at Trust level and should be referenced within the local policy)

- SEND Policy / SEND Report
- Learning and Teaching
- Sex and Relationships Education
- EYFS (as Applicable)

Beyond these core school based policies and the central Trust policies the schools within the SJB Catholic MAT are free to develop and adopt additional policies relevant to their individual circumstances, but these cannot override any central Trust policies.

Heads are responsible for communicating policies to staff at their school and for overseeing implementation. They are responsible for ensuring that statutory policies are provided to all new staff as part of school induction arrangements and for ensuring that appropriate records are kept of staff agreement to key policies.

All Trust policies are published on the SJB website. The Clerk and Head will ensure that any new Trust policies are drawn to the attention of LGBs at their next full meeting.

## **5 THE MEMBERS, DIRECTORS AND EXECUTIVE TEAM**

### **5.1 Members**

The Members are equivalent to the shareholders of a company. They have ultimate control over the Trust, with the ability to appoint the Trust Board of Directors and the right to amend the Trust's Articles of Association. The Bishop is always a Member and the Members have the power and authority to appoint and dismiss Directors and Governors at any level.

*The responsibilities of Members include:*

- Constitutional matters
- Appointment or removal of Directors
- Holding meetings in accordance with Articles of Association (at least once per year)

### **5.2 Directors (Trustees, the Trust Board)**

Directors are responsible for strategic core governance functions, including:

- Ensuring clarity of vision, ethos and strategic direction of the Trust as a whole
- Holding the Chief Executive Officer (CEO) and the Executive Team, the Headteachers/Heads of School to account for the educational performance of schools, pupils and staff
- Overseeing the financial performance of the Trust and schools and making sure that money is well spent.

To do this effectively Directors must:

- Hold meetings in accordance with Articles of Association;
- Appoint to roles necessary for the Board including the Chair & Vice-Chair; Establish committees and their terms of reference;
- Decide which functions of the Board will be delegated to committees, groups and individuals;
- Receive reports from any individual or committee to whom a decision has been delegated and consider whether any further action by the Board is necessary;
- Review the delegation arrangements annually;
- Support the appointment of Executive and leadership staff under the terms set out in the Scheme of Delegation;
- Remove Local Governors in exceptional circumstances, for example where the behaviour of an individual has fallen short of the expectations of the Code of Conduct.

As Charity Trustees, Directors must also ensure that they comply with charity law requirements to:

- Act together and in person and not delegate control of the charity to others;
- Act strictly in accordance with the Trust's governing documents;
- Act in the Trust's interests only and without regard to their own private interests;
- Manage the Trust's affairs prudently throughout the life of the Trust;
- Not derive any personal benefit or gain from the Trust of which they are trustees; and
- Take proper professional advice on matters on which they are not themselves competent.

Under the Articles of Association, Directors are also charged with:

- Managing the business of the Trust;

- Managing the funds of the Trust in such manner as they shall consider most beneficial for the organisation;
- Entering into contracts on behalf of the Trust; and
- Complying with obligations under the Companies Act and Charities Act with regards to the preparation and filing of the annual report, accounts and annual return.

In managing the Trust, the Board will take the advice of the CEO, Heads and the Executive and the LGBs.

Directors can delegate to any individual Director, committee, the Chief Executive Officer or any other Executive Team member appropriate elements of their role. Delegation may be subject to conditions, may be revoked or altered, and may include such powers and functions as required by the Chief Executive Officer and Headteachers for the internal organisation, management and control of academies, including the implementation of all policies approved by the Directors and for the direction of teaching and the curriculum.

The key document defining and describing the powers of Directors, the Local Governing Body, the Trust executive and school staff is the [Scheme of Delegation](#).

### **5.3 Committees of the Board**

All Directors also sit on at least one of the Committees of the Board. These are:

- Teaching, Learning and Standards Committee
- Audit Committee
- Resources Committee

*The following are also committees of the Board, but may not have Director membership:*

- Local Governing Bodies of each academy
- Improvement Boards as required
- Teaching School Hub Committee (reports to TLS)

### **5.4 Delegations to the Chief Executive Officer**

The Accounting Officer has responsibility, under the Board of Directors, for the overall organisation, management and staffing and for the Trust's procedures in financial and other Matters including conduct and discipline.

The Accounting Officer is personally responsible to Parliament and to the Accounting Officer of the Education and Skills Funding Agency (ESFA) for the resources of the Trust. This includes:

- Ensuring the propriety and regularity of the public finances;
- Keeping of proper accounts;
- Prudent and economical administration;
- The avoidance of waste and extravagance; and

Ensuring value for money and for the efficient and effective use of all Trust resources

### **5.5 Executive Team**

The Executive Team is charged with ensuring the effective operational running of the Trust, including finance and HR, the development of appropriate shared services and the overall educational outcomes for students in our family of schools.

The Trust Board relies on the Executive Team and the Heads of the Schools within the Trust to fulfil the key executive function of ensuring that all pupils receive the very best education within a Catholic ethos.

The Executive Team currently consists of:

- Chief Executive Officer (CEO)\*
- Finance & Operations Director\*
- Deputy CEO & Director of TRUST Improvement \*
- Director of the Julian Teaching School Hub
- Business Support Manager
- Compliance Manager
- Assistant Director of Schools at the Diocese (Helen Bates)

The Trust Clerk\* assists the Executive Team with their work

\*these roles are solely Trust executive positions; other positions also act in different capacities for individual schools and the Diocese

## **5.6 Link Directors**

Link Directors *may* be appointed to a Local Governing Body, depending on the capacity of the Directors or the particular needs of a school, for example during a period of leadership transition. The role of the Link Director is to build a close working relationship with the school, at times visiting the school and periodically attending LGB meetings. The purpose of a visit may be to review any element of practice in school, including but not limited to SEND, Safeguarding, Pupil Premium, Health and Safety and Teaching and Learning, as well as attending relevant meetings to facilitate a two-way flow of information.

## **5.7 LGB and Trust Board Chairs Committee**

Twice a year the Chairs of LGBs and the Chair of the Trust will come together to discuss issues affecting the Trust and its governance, and ensure there is an effective flow of information between the Trust Board and LGBs. Agenda items may include, but not be limited to, reviewing the Scheme of Delegation, the Calendar of meetings, the organisational structures, policy, terms of reference, committees, communications and this handbook.

LGB members who wish to contribute thoughts or input into the operation of the Trust should in the first instance contact their LGB Chair, or the Operations Manager of the Trust.

## **5.8 Heads Operations Committee**

The Heads Operations Committee has been set up to provide a focus for the setting of policy and to advise the Trust Board on the strategic vision of the Trust. This group is key to ensuring the smooth operational running of the Trust and that schools are working well together, sharing best practice and collaborating on areas of common interest. HOC meetings are attended by Heads from all schools across the Trust. The HOC will both support and challenge the Trust Board and will facilitate communication between the Trust Board and the Local Governing Bodies, as well as provide an opportunity for the schools to explore and develop areas of collaboration and shared working. Their remit is to ensure clarity of vision, ethos and direction of the Trust under the strategic oversight of the Directors. They are responsible for ensuring that Directors' aims and objectives are implemented throughout the Trust and they monitor and review policies, targets and priorities.

The Heads Operations Committee will meet once a year in two 'Hubs' to reflect the geographical spread of the Trust. These Hubs comprise the academies in Peterborough and Kings Lynn (called the



Western Hub) and the academies in Norwich, North Suffolk and on the East Coast (Eastern Hub). The Hubs meet separately and largely consider local Matters with regard to curriculum, SEND, local organisation and procurement (taking note of the Trust procurement thresholds) etc. At all other times the HOC meets either face to face or virtually to agree on a common position and this will be coordinated and facilitated by the CEO. The CEO reports to the Trust Board on behalf of the HOC as a whole.

Members of the Executive Team attend upon request to share information and discuss plans. Chairs of each LGB are also welcome to attend if there are particular matters which may be of interest.

## **5.9 Key Trust and LGB Documents**

The CEO, Heads and the Executive Team produce a number of key documents during the year that may be presented at your meetings. These set out the management of the Trust and progress in meeting our core objectives. We expect that Directors and Governors will read these documents and come prepared to discuss them at meetings. They include:

*Trust Mission, Vision and Values* - Our core purpose as agreed with all schools, the Diocese and Directors

*Trust Aims, Ambitions and Strategic Improvement Plan* - forms the main document to drive QA from the top of the Trust. This document is co-created with Heads and the Executive Team and approved by Directors in the summer term ready for the new academic year. The document is designed to be accessible and to inform each school as it develops its own priorities, responding to the overall Trust Aims.

*Data Dashboard* – Produced by each Primary Head in conjunction with the DMI / Deputy CEO. This document captures an up-to-date record of progress and attainment, as well as a termly evaluation of the school's progress towards achieving its strategic aims. Additionally, the DMI / Deputy CEO indicates what level of support the school requires against criteria in key areas, such as leadership & management, and key priorities identified each term. This is shared with LGBs and Directors' TLS Committee.

*Running Summary* – An up-to-date record of current progress and attainment at Secondary level.

*Trust 1 year and 3-year Development Plan / Strategic Summary*– This document is compiled by the CEO in conjunction with the HOC and records the Trust strategic aims for the next year and beyond. It is produced in the summer term, to be ready to feed into the School Improvement & Development Plans, so that strategy can flow from the Directors, CEO and Heads through all the schools.

*Book of Numbers* – a summary of last year's results for the secondary school.

*CEO & Deputy CEO Reports to Directors* – a record of current progress towards the aims of the Trust Development Plan, which also forms a Self-Evaluation Document for the Trust.

*Heads Report to LGBs* – an update on progress for the school, including enrichment activity, presented to each full LGB meeting. These reports follow a common template and are then collated for the Director meetings. Heads meet once per year with Directors

## **6 LOCAL GOVERNING BODIES**

### **6.1 Composition of LGBs**

The Local Governing Body (LGB) of each school is a committee of the Trust Board and is appointed by Directors as set out in the Scheme of Delegation. The LGB will include:

- Up to 2 elected Parent Governors
- The Headteacher / Head of School / Executive Headteacher or a combination of two of these
- Up to 2 elected Staff Governors
- Foundation Governors in an overall majority of +2 to maintain Diocesan oversight of the school, appointed by the Diocese in consultation with the Trust Board.

Where there are vacancies, the Chair and/or Clerk needs to contact and confer with the Diocese to identify suitable candidates and ensure any vacancy is filled as soon as feasible. The Chair must also inform the CEO so that the Trust Board is aware and able to monitor the filling of vacancies.

In addition to Parent Governors, other Governors can be parents of children in the school. However, the total number of parents on the Local Governing Body in any capacity should be less than half the total number of Governors.

Members of staff from other academies within the Trust, as well as members of the Trust central Executive Team, can serve as Governors, where appropriate.

All governors, whatever their role, must adhere to the principle of collective responsibility and not lobby or make decisions on behalf of their own or a particular groups interests.

An example minimum number of Governors on a LGB could be 4 or 5 Foundation Governors, the Headteacher, 1 Parent Governor and a Staff Governor if there are 5 Foundation Governors, but a better working group is 7 Foundation Governors, the Headteacher, 2 Parent Governors and either 2 Staff Governors or 1 Staff Governor and 1 Co-opted Governor.

### **6.2 Foundation Governors**

Foundation Governors are members of the Local Governing Body appointed by the Diocese, led by the Bishop. They ensure that the school preserves its Catholic ethos in line with the Memorandum of Understanding between the Trust and the Diocese. The standard term of office for a Foundation Governor is 4 years, although they can resign at any time. As Foundation Governors are appointed by the Diocese they should resign in writing to the Diocese. Most Foundation Governors will serve two terms, although in some exceptional circumstances Foundation Governors may be re-appointed for a third or even fourth term of office.

Foundation Governors share the responsibilities of all Governors to carry out the three core strategic functions of Governing Bodies:

- ensuring clarity of vision, ethos and strategic direction;
- holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- overseeing the financial performance of the school and making sure its money is well spent.

In addition to this, Foundation Governors have responsibility for:

- preserving the religious character of the school;

- sustaining and developing the school as a Catholic educating community in accordance with canon law and the teaching of the Catholic Church; and
- giving clear witness, as individuals, and as a team, to the Gospel message and to the Church's teaching.

Foundation Governors have a specific mandate from the Bishop:

- to ensure that the religious education curriculum is in accordance with his diocesan policy;
- to represent him on the Local Governing Body with particular reference to the admission of pupils, employment of all staff and the religious and secular education curriculum, and to convey this to the other Governors;
- to consider not only the interests of the school where they are a Foundation Governor, along with its pupils, staff and parents, but to have regard for the interests of other Catholic schools in the vicinity and of Catholic education throughout the diocese; and
- to have regard to the needs of the Catholic community as a whole.

### **6.3 Parent Governors**

Parents, including carers, of pupils are eligible to stand for election as Governors. Parent Governors are elected by other parents at the school. If insufficient parents stand for election, Directors may appoint parents to ensure there is sufficient parent representation.

### **6.4 Staff Governors**

The Headteacher/Head of School/Executive Head is always a member of the Governing Body. Other paid staff, both teaching and support, may become Governors, often by a process of election by their peers. If there are more candidates than vacancies, staff Governors are elected by the school staff from a short list of viable and appropriate candidates. Any election that is contested must be held by ballot.

### **6.5 Co-opted Governors**

These are Governors who are co-opted onto the Local Governing Body because of their specific skills. They have full voting rights on their LGB.

### **6.6 Associate Members**

Associate members are appointed by the Local Governing Body to serve on one or more Local Governing Body sub committees. They may also attend Full Local Governing Body meetings. They are not Governors and therefore do not have a vote in Local Governing Body decisions, but may be given a vote on decisions made by sub committees to which they are appointed. Associate members should be appointed because of the specific expertise and experience they can contribute to the effective governance and success of the school.

### **6.7 The Chair & Vice-Chair**

The Chair and Vice-Chair are elected at the first Full Local Governing Body meeting of each academic year for a 1-year term.

If there is more than one candidate for either position, governors will vote to decide their preferred candidate. The election, by show of hands, will be conducted by the Clerk, with the candidates required to leave the room for the duration of the voting procedure.

In the majority of cases the Chair will be a Foundation Governor, although the office of Chair is open to any Governor who does not undertake paid work at the school. However, there may be circumstances where no suitable or willing Foundation Governor is available, and in such instances, and subject to the approval of the Diocesan Bishop, another Governor may be elected. The Trust values the commitment and contribution a non-Foundation Governor can give to the role, with the provision that they support the Catholic ethos of the school.

In cases of concern over nominees, the Trust Board can make a request to the Bishop who has the power to remove the Chair and/or Vice-Chair.

The Chair needs to know how to develop the strategic role of the Local Governing Body, how to ensure that it operates as a critical friend for the school, how to conduct meetings efficiently, how to establish effective working relationships with staff and other Governors and how to promote the school in the community etc.

The main responsibility of the Chair (supported and deputised by the Vice-Chair where necessary) is to ensure the smooth and effective operation of the school's governance. This will include the Chair (or Vice-Chair) meeting regularly with the Head.

It is important that the Chair develops a good working relationship with the Clerk and they should hold regular meetings to discuss the agenda and the minutes.

It is the Chair's responsibility to ensure that the Local Governing Body is able to work effectively. The Chair will attend one or more of the sub committees and needs to maintain a watching brief on the working of all committees and their contribution to the governance of the school.

Agendas, previous minutes and papers to be considered at meetings are published on the GovernorHub web portal and are available a week in advance of the meeting to give you time to read and consider them. Governors must familiarise themselves with Governing Body papers ahead of meetings.

At meetings it is the Chair's responsibility to guide discussion, without dominating it, to ensure that what is being said is relevant, to see that all have an opportunity to speak and to keep good order.

When discussion is complete the Chair should summarise the main points and, if necessary, put any motion to the vote. It is not always necessary to put issues to a formal vote; the feeling of the meeting is often a clear enough indication. Governors are not delegates of a particular nominated body and cannot be mandated or told how to vote. Decisions taken should be clear and indicate, where necessary, any action to be taken, by whom and by when.

It is expected that meetings will begin with a prayer and that all business is conducted in line with Christian principles.

All Chairs, or Governors thinking about standing as Chair, should take the Governor Services Chairs training course to find out more about the role.

## **6.8 Chair's Action**

It is generally accepted that the Chair should have powers to act at times when it is not practical to call a Full Local Governing Body meeting. The extent to which a Chair may act individually will depend on the level of delegation given by the Local Governing Body. In the course of the normal running of the school numerous small decisions are taken between the Chair and Head.

Very occasionally, decisions having more serious implications for the school community, for example, health and safety or staff conduct, are needed, where it is not possible to call a Full Local Governing

Body meeting prior to the decision having to be made. In these instances, the Chair should inform the Chair of the appropriate committee, Vice-Chair or Head as to why the decision has been taken.

In any event, any decision taken under Chair's action must normally be reported at the next Full Local Governing Body meeting for it to be ratified. If the decision is one which needs ratification urgently it will be necessary to call an extraordinary meeting to do this.

There are a few occasions when it would not be appropriate to consult the Full Local Governing Body before a decision is taken e.g. disciplinary action against an employee.

## **6.9 Confidentiality**

It is the Chair's role to ensure that all Governors are aware of, and adhere, to the confidentiality required for the role. Other Governors need to respect the fact that the Chair and possibly another Governor may be in possession of information that cannot be shared more widely.

Governors will come across confidential information relating to pupils, staff, families, contractors, prospective employees etc. Such information must be treated with the utmost confidentiality and any reference to it should only take place within Local Governing Body or committee meetings unless an individual Governor has been delegated by the Local Governing Body with a role that involves using the information.

Local Governing Body meetings may have confidential items on agendas e.g. staff or pupil discipline. Any discussion under that heading is deemed confidential to the Local Governing Body and must not be referred to outside the meeting. If you have a conflict of interest about a confidential matter – for example, you may know a pupil or staff members that is being discussed – you may wish to leave the meeting at that point.

Local Governing Bodies are required to make available upon request minutes of meetings. These minutes are a general summary of the business of the meeting outlining items for discussion and decisions made. With regard to LGB decisions there should be no reference to "who said what" or who voted in a particular way. A decision made by the Local Governing Body becomes the decision of the Full Local Governing Body and individual Governors must support it. The LGB operates on the principle of collective responsibility for decisions taken; no Governor may simply lobby the LGB on behalf of any particular group (e.g. parents or staff). Governors must declare any pecuniary or other interest in relation to the school, and must not participate in decision making where they have an interest.

Governors may not discuss outside the Local Governing Body any business other than that recorded in the minutes. To do so would be a breach of confidentiality. The Local Governing Body may suspend a Governor if he or she is in breach of the duty of confidentiality to the school, staff or pupils.

## **6.10 Chair's Casting Vote**

The Chair must exercise the casting vote if a vote is tied.

Chairs do not have casting votes in relation to the election of Chair or Vice-Chair.

## **6.11 Relationship with the Head**

The relationship between the Chair and Head is crucial to good governance and is critical to the conduct and work of the school as a whole. It is the interface between the formal level of control of responsibility of the school and its day-to-day management.

In addition to having a detailed understanding of the role of the Local Governing Body and the Trust, the Chair must understand the purpose of the school, why it is there, what it is trying to achieve, what is its role in its community: in short, to be truly effective, a Chair must have an understanding of the

philosophy of education and the distinctive nature of Catholic education, which provides the values that will drive the work of the Local Governing Body.

The Chair (or Vice-Chair if the Chair is unavailable) should have regular meetings with the Head to ensure the LGB is familiar with the running of the school, and any Matters that may need to be brought to its attention.

## **6.12 Eligibility**

Any person over the age of 18 is eligible for consideration for the role of Governor.

However, in certain situations, a person is not eligible to hold the post of Governor, including:

- If a Governor is paid to work at the school and is the subject of disciplinary proceedings in relation to his or her employment;
- If a Governor is the subject of proceedings in any court or tribunal, the outcome of which may be that the Governor is disqualified from continuing to hold office due to bankruptcy, disqualification as a company director or other restrictions by law;
- If a Governor has acted in a way that is inconsistent with the ethos of the school or Trust and has brought or is likely to bring the school or the Local Governing Body or the office of Governor into disrepute;
- If a Governor is in breach of the duty of confidentiality to the school or to any member of staff or pupil at the school.

A Governor may also be removed from the Local Governing Body if they have failed to attend a meeting for 6 months without the consent of the LGB. A serving Governor may be suspended by the CEO, the Chair of the LGB or the Chair of Directors prior to a process of removal, as detailed in the [Scheme of Delegation](#), if there is a breach of the Code of Conduct or other similar serious matter.

## **6.13 Skills Audit**

All Governors and Directors will be asked to complete an annual self-evaluation of their skills. This will be based on a standard list of agreed skills for governing bodies, including specific skills and understanding of Catholic education for Foundation Governors. A skills audit is a useful way of assessing the skills, knowledge and experience of the Local Governing Body, the results of which will help identify any gaps required to deliver the core functions effectively so that appropriate training and/or recruitment may be put in place.

No individual will have all of the skills listed. The Local Governing Body is a team, and the purpose of the audit is to ensure that there is a good blend of skills around the table. It is the intention to enable Governors to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences, from either Governors' professional or personal lives.

Whilst Governors are bringing skills and expertise from their professional and personal lives they will not be using them to do the job of school staff or external contractors. This means that the skills and knowledge sought are those which enable Governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a Governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and Governors must not be tempted to do the staff's job. Management is the job of the school Leadership Team.

## 7 LOCAL GOVERNING BODY MEETINGS

### 7.1 Declarations of Interests

Governors come from many walks of life and there will be occasions when their other roles and responsibilities, for example at work or in their personal relationships, provide a conflict of interest during discussion of certain items, particularly where they or a person they know has a pecuniary interest in a decision e.g. a Governor's relative has bid for a school contract. There are rules governing how Governors should act if they have a personal involvement or a direct or indirect pecuniary interest in any proposed contract or other matter being discussed.

At the start of each academic year Governors will be asked to fill out a Declarations of Interest form where you should record any business or personal relationship that may provide a conflict to your role as a Governor, for example if the company you work for might bid for a school contract or a close relative works for the Trust. Interests will change through the year and so at the start of each meeting Governors will be asked to declare any additional or new interests that are not recorded on their Declarations of Interest form, or if they have an interest in a specific item on the agenda for that meeting. Governors are responsible for declaring an interest as soon as is practical, even if it arises unexpectedly in a meeting. The Governor must withdraw from the meeting for this item and take no part in the discussion or vote on it. A pecuniary interest will apply not solely to the Governor personally but also to relatives, spouses, partners or relatives of these.

A staff Governor is not deemed to have a pecuniary interest unless he or she has an interest greater than that of the body of employees generally, e.g. staff Governors may take part in discussions on pay policies but not items relating to their personal position or possible personal position.

Governors employed at the school, except the Head, must withdraw from the meeting when any employee's appraisal is being discussed. The Head must withdraw when her/his salary is being discussed.

The Academies Financial Handbook addresses such conflict of interest and states that:

*'The Trust must provide details of its governance arrangements in the governance statement published with its annual accounts. The trust must also publish on its website up-to-date details of its governance arrangements in a readily accessible format, including:*

- for each trustee and local governor who has served at any point over the past 12 months, their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them, and relevant business and pecuniary interests including governance roles in other educational institutions. If the accounting officer is not a trustee their business and pecuniary interests must still be published.*

*The academy trust's register of interests must capture relevant business and pecuniary interests of members, trustees, local governors of academies within a TRUST and senior employees, including:*

- directorships, partnerships and employments with businesses*
- trusteeships and governorships at other educational institutions and charities*
- for each interest: the name of the business; the nature of the business; the nature of the interest; and the date the interest began*

*The register must identify any relevant material interests from close family relationships between the academy trust's members, trustees or local governors. It must also identify relevant material interests arising from close family relationships between those individuals and employees.*

*Trusts should consider whether any other interests should be registered. Boards of trustees should keep their register of interests up-to-date.*

*Trusts must publish on their websites relevant business and pecuniary interests of members, trustees, local governors and accounting officers. Trusts have discretion over the publication of interests of any other individual named on the register.'*

The following are examples of when Governors should withdraw from the meeting or take no part in discussion and decision-making:

- Where companies owned or managed by relatives, partners or spouses or relatives of these bid for contracts in the school;
- Where a relative, partner spouse or relatives of these or close friend is being interviewed for a post in the school;
- Where a company or business at which the Governor has had a previous association e.g. employment, direction or significant shareholder, bids for a contract in the school;
- Where a Governor is a parent or relative of a child seeking admission to the school;
- Where a Governor has provided a reference or other information other than requirements on a common application form for a child seeking admission to the school;
- Individual Governors may not generate business or income through their work as Governors of the school.

This is not an exhaustive list.

## **7.2 Local Governing Body Meetings**

Local Governing Bodies, who choose to meet without having committees, are required to meet at least 6 times in a school year, usually with two Full Governors meetings each term. Local Governing Bodies may decide to meet more often either on a regular basis, for instance when schools are in challenging circumstances, or as a need arises e.g. to agree a particular policy or a budget plan. Some LGBs will meet more often by having Sub Committees, in which case the number of Full LGBs may reduce to 4.

All meetings should begin with a prayer.

Normally LGB meetings are scheduled at least 6 months in advance and there is a full calendar of Governing Body meetings available from the Clerk and on Governor Hub. In exceptional circumstances a meeting can be called with seven days written notice by letter or email of a meeting is required. In emergencies a meeting can be called by the Chair at shorter notice, but not if the meeting is to consider the removal of the Chair or Vice-Chair, the suspension of a Governor or a proposal to close the school. A Full Local Governing Body meeting can be requested by any three Governors by giving notice to the Clerk that summarises the business to be conducted.

Papers for the meeting are available on the GovernorHub website at least seven days prior to the meeting. The Clerk will send regular reminders but it is up to Governors to make sure you read, download or print the documents for your meeting.

We have standard agendas for the meetings in our Trust to ensure that all the relevant items of business are covered during the year. For the list of items to be considered at each point in the governance cycle please refer to the Appendix 8, outline agendas for meetings and Governance Annual Cycle. All meetings will be minuted by the Clerk with the minutes agreed and signed at the next LGB meeting. There are circumstances where LGBs need to have discuss and minute confidential



items of business, for example to do with staff or student discipline. These minutes will remain confidential to the LGB and will not be shared any wider.

Every Governor and associate member has the right to attend Full Local Governing Body meetings. However, there will be times when individual Governors will have to withdraw for items in which they have an interest (see above Conflicts of Interest). Associate members must leave when individual pupils or members of staff are discussed.

The Local Governing Body may invite observers and give them the right to contribute to the discussion but they cannot be given the right to vote. A number of schools invite members of the senior leadership team as regular observers and this is good practice, supporting continuing professional development (CPD).

The Local Governing Body may also invite other people to speak on particular topics at their meetings. This requires the permission of the Full Local Governing Body and it is important to remember that individual Governors cannot invite speakers.

### **7.3 Quorum**

A Local Governing Body meeting must be quorate if there are formal decisions to be taken. The quorum for sub committees is 3 Governors and for a Full LGB is 5 Governors. Associate members and observers cannot be included. If a meeting becomes inquorate part way through i.e. a Governor leaves for any reason, the meeting can still proceed, but on an 'information only' basis, with no decisions being taken. If decisions are needed, the Chair should stop the meeting and arrange for the Clerk to convene another as soon as possible.

An inquorate meeting may continue with business at the level of general discussion only.

The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 allow for a Local Governing Body to approve alternative arrangements for Governors to participate or vote at meetings of the Local Governing Body including but not limited to by telephone or video conferencing. This should be in exceptional circumstances and not a regular occurrence.

### **7.4 Role of the Clerk**

The Trust Board of Directors either appoints or approves the Clerk for the SJB Catholic MAT schools and also has the power to dismiss or remove him/her.

The Clerk is accountable to the Trust and to the Local Governing Body.

Local Governing Body meetings must be Clerked. The Clerk cannot be another Governor or the Head. In the absence of the Clerk another Governor may deputise for that meeting only.

The role of the Clerk is:

- To liaise with the Chair and Headteacher in setting the agenda.
- To convene the meeting, to attend it and to take the minutes.
- To maintain a register of membership of the Local Governing Body and report vacancies.
- To maintain a register of attendance at each meeting.
- To circulate a register of interests, to be maintained by the admin lead in each school.
- To post agendas and supporting papers on the GovernorHub website at least seven days before a meeting. It is the Governor's responsibility to ensure they have read and are sufficiently familiar with the contents of all such documents ahead of the meeting.
- To be familiar with relevant legislation.

- To give and receive notices in accordance with relevant Regulations.
- To ensure procedural correctness at meetings and give advice.
- To oversee the election of the Chair and Vice-Chair.
- To ensure that minutes are circulated and available on GovernorHub.

Governing bodies may also agree with the Clerk that further duties may be undertaken.

## 7.5 Minutes

It is a requirement for all Local Governing Body meetings to be minuted. Meeting minutes are checked by the Head and Chair for accuracy and then presented to the next meeting by the Clerk for approval and signing by the Chair.

Minutes are not a verbatim account of the meeting but should present a general report of the areas discussed and decisions made.

Minutes should record clearly where the Local Governing Body has held the senior leadership to account for progress in the school. The Clerk will record the questions asked, the answers given and the action points agreed for the minutes. Ofsted will look at Local Governing Body minutes during a section 5 Inspection, and expect to see that there is equal challenge and support by the Local Governing Body. The National Governors Association (NGA) has published [a list of questions](#) that Governors might ask during a meeting, which is a handy reference and will help Governors avoid getting involved in operational Matters.

Minutes are normally agreed and literally signed off at the next Governing Body meeting. Once minutes have been agreed, the Head of School must ensure a signed copy is available for public information, and is kept at the school.

Any confidential items are minuted separately and are not for circulation or discussion.

## 7.6 LGB Committees

The Local Governing Body can establish subcommittees or working groups to fulfil its powers, responsibilities and duties, although may choose to meet as full LGBs 6 times a year instead.

LGBs with committees usually choose to mirror two of the committees of the Trust Board and establish:

- A 'Resources', 'sub-committee which considers financial issues, pay, appraisal, staffing, premises, Health and Safety, admissions and similar issues, and reports to the Directors' Resources Committee
- A 'Teaching, Learning and Standards similar sub-committee which considers pupil outcomes, progress, safeguarding, pupil groups (disadvantaged, SEND etc.), curriculum, teaching standards, OFSTED preparation and similar issues and reports to the Directors' Teaching, Learning and Standards Committee.

However, LGBs are free to establish more committees if required, or to combine subcommittees into a Full LGB meeting which means that the relevant LGB will meet more frequently than the minimum 4 times a year, likely 6 times.

Dates of subcommittee meetings, however arranged by the LGB not the Clerk, must enable any issues arising to be passed to the relevant Directors' committee a minimum of one week later and at least one week before the relevant sub committee meeting.

The Terms of Reference for each sub committee will set out the areas on which the committee has delegated authority to make decisions on behalf of the LGB. Working groups are not able to make decisions but can make recommendations to the LGB for ratification.

The Local Governing Body will be able to invite up to two non-Governors to serve in Working Groups or subcommittees, subject to the approval of the Trust Board.

The Local Governing Body will set out subcommittee/working group Terms of Reference and membership to be agreed and reviewed at the first meeting of the Local Governing Body each academic year. (For model terms of reference see Appendices 5 and 6).

The practice for working group and subcommittee management shall be:

- Agendas will be circulated to all Working Group members at least seven days in advance of the meeting.
- Working Group papers and minutes will be available to all Governors (not just those on the Working Group).

## **7.7 Other Governor Panels**

As well as the annual plan of work, Governors may be called upon at any time to serve as part of a panel to deal with:

- Complaints
- Permanent Exclusions
- Staffing issues such as grievance, discipline, ill health or capability

In each case, Governors should be impartial and independent, following the appropriate Trust policy and local policies (e.g. Behaviour and / or SEND in exclusion cases).

For Matters relating to staff, the CEO can provide further support and guidance. For complaints and exclusions, the Executive Team, in particular the Compliance Manager, will provide support as required.

## 8 MONITORING AND EXTERNAL SCRUTINY

### 8.1 Visiting the School

Governors are expected to visit the school in order to fulfil their oversight responsibilities and gain a better understanding of how the school operates on a day to day basis.

Governors should note that they do not have an automatic right of entry to the school and must notify the Head, or another senior appropriate school leader, of their intention to visit and what they propose to do. The LGB should plan a programme of visits during the year and plan their visits to cover a wide range of activities. They do not replace professional inspection or the monitoring and evaluation carried out by the Head.

For example, a visit may be undertaken to:

- improve LGB knowledge of the school and the people that work in it
- assist the LGB in monitoring the implementation of the school improvement & development plan
- assist a Governor to fulfil a specialist Governor role such as inclusion / PP / ethos
- assist the LGB in fulfilling its statutory duties
- assist the LGB in making informed decisions

Governors should not pursue any personal agendas or arrive with inflexible preconceived ideas. Nor should they make any judgements about pupils' work, any teacher's classroom practice or issues relating to the day to day running of the school. Those are the responsibility of the Headteacher or head of school.

If the visit is to involve any member of staff, then that member of staff must be fully involved in the planning through the appropriate member of the leadership team or Head.

Governors should always report to the school office upon arrival and follow the procedure for visitors in order to provide a good example for other visitors. You must wear your Governors ID badge if you have one or a visitors badge at all times. If visiting a classroom, the Governor should arrive at the time planned to avoid disrupting the learning process, and follow the agreed purpose of the visit. Governors must be aware that some teachers may feel nervous or stressful about having a visitor in the classroom. At the end of the visit thank everyone concerned including the children.

Governors should be aware of their behaviour and avoid any implication that they are inspecting.

After visiting the school Governors should:

- Give some time and thought to reflection.
- Write a note/email of thanks to all staff visited.
- Complete a Visit Report on the agreed LGB template, outlining the purpose and results of the visit and share with the Headteacher and then Governors as appropriate.
- Raise any concerns sensitively with the Head.
- Consider what went well and what did not go so well with respect to your involvement in the visit.
- Consider what you would do differently in a future visit.

The Visit Report should reflect:

- The purpose of the visit as previously agreed with the Local Governing Body and the Head.

- Links with the School Improvement & Development Plan or other school priorities and initiatives.
- Comments on the focus of the visit.
- Any key issues arising for the LGB that needs to be raised in the next Full Local Governing Body meeting.

Governors visit their school to enhance their understanding of the school's work and to help fulfil their responsibilities of monitoring and evaluating the school.

## 8.2 OFSTED

Ofsted inspections are an inevitable aspect of governance and, if well prepared for, can be a positive experience.

The full [Ofsted inspection handbook](#) sets out the framework for inspections.

Governance is judged as an integral part of the leadership and management of the school. It is recommended that governing bodies read the grade descriptors for Effectiveness of Leadership and Management and look for evidence that will support a judgement.

Evidence of the effectiveness of governing bodies can sometimes be difficult to capture in a clear, concise and compelling way. The key to evidence is to link the Local Governing Body actions and decisions to pupil outcomes and progress.

The evidence can be formulated in one of two ways:

- Starting with an issue or area that the Local Governing Body discussed and working through to the impact on pupils, or
- Starting with an impact on pupils and tracking back to how the Local Governing Body contributed to making it happen.

During an inspection the inspectors will want to interview two or three Governors. Carefully choose the Governors who can confidently handle the interview. Schools are only given a day's notice of an inspection so it is likely that not all Governors will be available on a particular date so most Governors need to be prepared. OFSTED inspectors may challenge what you say – how do you know that the statement you are making about progress or attainment is true? You should have a couple of pieces of evidence to back up your assertions. The answer must never be “Because the Head told us”! It is helpful for Governors to think carefully about what you want to tell the Inspectors about the school. This will give you a good sense of the achievements and practice you want to make sure they know about.

The following questions are typical questions that Ofsted inspectors could ask Governors:

- What are the school's priorities, strengths and weaknesses?
- What is your judgement on the outcomes for pupils?
- What improvements have been made since the last inspection?
- Can you provide an example of how you have assessed the impact of an initiative?
- How effective is teaching? How do you know?
- How is the Pupil Premium used? What impact does it have on pupil progress?
- How do you challenge school leadership?
- How is the school actively promoting British values and preparing pupils for life in modern Britain?
- How do you know that the school is improving?
- How do you/Governors monitor the school development plan?
- Are Performance Management targets effective in improving teaching and learning?
- How does teacher pay reflect performance?

- How is the Sports Premium used (primary only)? What impact does it have? Is it sustainable?
- How have Governors satisfied themselves about the quality and consistency of assessment?
- What impact has the Local Governing Body had on raising achievement at the school and improving standards?

### **8.3 Safeguarding – Ofsted emphasis**

The single most important duty of the school is to ensure that safety of the whole school community, and this is reflected by the importance that Ofsted place on safeguarding: indeed, there are cases where schools in which standards have been judged as outstanding by Ofsted have nevertheless received overall ‘Inadequate’ judgements due to safeguarding failings.

Local Governors have a duty to ensure that appropriate safeguarding practice and procedures are in place that their school, as in paragraph 8.7 below.

### **8.4 Section 48 Inspections**

All the schools in the Trust may from time to time be required to participate in a Section 48 Inspection, which is organised by the Diocese and inspects the RE and Catholic Life of the School. These can be full inspections, typically lasting 2 days, or Interim Inspections, which are shorter.

Local Governors would be involved in the Inspection process, and should be keeping the RE and Catholic Life of the School under review as part of the School Development and Improvement Plan and through the Heads reports.

### **8.5 Schools in Challenging Circumstances**

A school does not have to be judged inadequate by Ofsted to be facing challenging circumstances, and we recognise that at various times all our schools in our Trust may experience challenges or difficulties. The circumstances could include results that are below those expected, results being below floor level, concerns around leadership including not being able to appoint a Head or deputy over a long period of time, unacceptable pupil behaviour or high turnover and absence of staff.

The Trust is committed to supporting all schools, especially those in challenging circumstances. The Scheme of Delegation contains the formal system for an Intervention Board to be put in place for all or some aspects of a school’s Governance, for example issues with Teaching and Learning or Finance. As all Catholic academies in the Trust are connected to the Diocese, the Diocese will be party to decisions made regarding support where it is needed.

We expect that all schools within the Trust would seek to provide support to a school in challenging circumstances, as part of our mutual responsibilities to each other.

Issues are best addressed early and so it is important that Governors are open and honest if they see an issue arise and escalate it through the Chair of the LGB in the first instance or to the Trust CEO.

### **8.6 Whistle Blowing**

St John the Baptist Catholic MAT strives to cultivate a working environment in which all staff feel able to discuss problems or concerns that they may have with other colleagues, management, CEO or the Head teachers. The aim is that issues can be resolved within the individual schools and the Trust fully supports the principles of openness, integrity and accountability.

The Directors and Governors encourage staff to raise serious concerns in the first instance within the School rather than overlooking a problem or ‘blowing the whistle’ outside.

We encourage everyone to think ‘Don’t think what if I’m wrong – think what if I’m right’.

However, there may be situations when, for whatever reason, a Director or Governor wishes to raise a concern directly with authorities outside the school or Trust and in such cases the Whistleblowing Policy provides guidance on what to do, and is available on the Trust website.

## **8.7 Safeguarding**

The Trust and its Directors, our schools and their Local Governing Bodies all have a responsibility to safeguard and promote the welfare of children. This responsibility is outlined in statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE – latest version September 2021).

The Directors and each LGB must comply with the duties outlined in detail in part 2 of KCSIE, and make sure that policies and procedures in the school are effective and comply with the law at all times.

**These duties include:**

- Making sure that all staff read at least part 1 of KCSIE
- Making sure that all staff receive regularly updated and appropriate child protection training
- Having policies and procedures in place that support safeguarding, including child protection, pupil behaviour and staff behaviour policies
- Making sure that pupils have the opportunity to be taught about safeguarding, including online safety
- Making sure that an appropriate member of staff is appointed as the designated safeguarding lead (DSL)
- Preventing people who pose a risk of harm from working with children by following safer recruitment procedures

### **Responsibilities of the Safeguarding Lead Governor (or Director)**

Each LGB and the Directors must also appoint a safeguarding lead (the Safeguarding Lead Governor or the Safeguarding Lead Director) to take leadership responsibility for the school's or Trust's safeguarding arrangements.

Responsibilities of the Safeguarding Lead Governor include:

- Keeping up to date with statutory guidance and any advice issued by your safeguarding partners/local safeguarding children board
- Making sure you have suitable and up-to-date policies for child protection, staff behaviour/code of conduct, and handling allegations against staff and volunteers
- Supporting the LGB or Director to develop its understanding of their safeguarding responsibilities, and report back to the LGB / Directors about safeguarding issues and development
- Meeting regularly with the DSL in the school to monitor policies and procedures, and check that all staff, governors and volunteers have had the appropriate level of training
- Monitoring the single central record with the DSL to make sure the school carries out appropriate recruitment checks.

Safeguarding is a limiting factor in OFSTED Inspections, which means that inadequate safeguarding will always result in an inadequate OFSTED outcome. Safeguarding concerns reported to OFSTED can also trigger OFSTED Inspections, even when schools are not due or exempt from inspection.

## **8.8 Freedom of Information / GDPR / Data Protection**

Documents and emails created or used by Governors and Directors in their role are subject to the same Data Protection Act requirements and are covered by the Freedom of Information Act. This means that emails and documents could be requested as part of a FOI request, so Governors / Directors should be aware of what they choose to communicate in this manner. John Eady is the Trust Data Protection Officer and can provide advice upon request, including how the GDPR affects the role of a Governor.

## **9 EXTERNAL RELATIONSHIPS**

### **9.1 Relationships with the Local Parish**

The partnership of home, school and parish is central to our schools. The location of many of our Catholic primary schools makes for good communication, being based in or closely linked to a parish, and it should be that the school is seen as an integral part of parish ministry.

The quality of relationship between the school and parish priest is very important and governing bodies should ensure that the parish priest is involved in the life of the school whether he is a Governor or not. Support for newly appointed parish priests may be needed.

Maintaining links between secondary schools (and some primary schools with wide admissions catchments) and parishes is more difficult as pupils are normally drawn from many parishes over a wide area. Schools can still involve parish priests in the life of the school and encourage pupils' involvement within the life of their parishes, e.g. youth support groups, liturgy, music etc.

In many schools the parish priest will be a member of the Local Governing Body, and as a Trust we are committed to having clergy represented at all levels in our governance.

Many of our schools benefit from hugely supportive relationships with their local clergy, who give extremely generously of their time and enjoy their ministry with children as the "hope of today and the church of tomorrow". (*Pope John Paul II*). Points to consider and raise for the Head to potentially action:

- How does your school induct a new parish priest into the school/Local Governing Body?
- Do you have an assembly with staff and parents to welcome him to the school?
- Do you invite him to join in the life of the school e.g. discuss which areas of school life he will feel most able to contribute to, from meeting parents on the playground at the end of the day from time to time to visiting an RE lesson, to presiding at liturgies?
- If the priest has come from another country, do you make sure that he receives some basic information on the English educational system?

### **9.2 The Wider Community**

The mission of the Catholic school takes its mission from that of the Church as a whole: it is to reach out and be a witness to Christ and the Church.

The Directors and the Local Governing Bodies should ensure that each school is promoted within the wider community and that good relations with neighbours and the wider community is maintained. It can be difficult to maintain that local connection when we have to turn away local students because they don't meet our admissions criteria and this can cause disappointment and a feeling of disgruntlement in the community. We want all our schools to have a good reputation in their communities.

There is an increasing demand on schools to develop links with business, the voluntary sector and other organisations. Often Governors have personal contacts and experience to contribute. It is important that when links are made there is an understanding of the aims and mission of the Catholic school.

Schools will also develop informal links such as working with local residents associations or action groups. Again, the understanding of how this is part of the mission of the Catholic school is important.

The wider community also includes any part of the world in which our actions can make a difference. Catholic schools should be encouraged to continue supporting the work of the Church especially in poorer parts of the world, e.g. supporting CAFOD.



## 10 CURRICULUM

### 10.1 Governors and the Curriculum

The curriculum is all the teaching and learning that takes place on or off the school site, either planned or unplanned. It is the 'business' of the school and the assessment of and for learning, the planning and the delivery are the responsibility of the Head and teaching staff assisted by the support staff.

### 10.2 Curricular Responsibilities of the Local Governing Body

The Directors are required by law to ensure the delivery of the curriculum in accordance with the Articles of Association and Funding Agreement with the Secretary of State and delegate this authority to each Local Governing Body. The Directors are also required to ensure that the curriculum reflects the distinctive nature of a Catholic School, as contained in the Memorandum of Understanding with the Diocese and again delegate this responsibility to the LGBs. The Catholic National Board of Religious Inspectors and Advisers (NBRIA) document, [\*Evaluating the Distinctive Nature of a Catholic School \(1999\)\*](#), contains a number of working papers to help Governors in fulfilling these responsibilities.

*'The curriculum in all its aspects, must reflect the fact that Christ is the foundation of the whole educational enterprise in a Catholic school'* (The Catholic School 1977 paragraph 33).

As the CES guidance points out, it is often unhelpful to distinguish the 'religious' curriculum from the 'secular' curriculum in the Catholic school. *'The curriculum as a whole, and every part of it, is religious, since everything ultimately relates to God'*.

It is essential, then, that all Directors and Governors in Catholic schools in the Trust know and keep up to date with the current teaching of the Church in order to be able to understand how best to ensure the entitlement for all pupils to a 'broad and balanced' curriculum which includes personal, social and emotional development as well as spiritual and moral education and Catholic religious education. They will also need to carry out their related responsibilities for assessment, target setting and reporting in keeping with that teaching.

### 10.3 Inclusion

The curriculum in a Catholic school should be planned in such a way as to ensure all pupils whatever their abilities, home backgrounds and dispositions can achieve the highest possible standards. Canon 806 states *'Those who are in charge of Catholic schools are to ensure, under the supervision of the local ordinary, the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.'*

Governors need to ensure that all children have the opportunity to develop their potential in all areas of learning and experience, including the spiritual. A named Governor will have responsibility for overseeing the school's provision for children with Special Education Needs (SEND) but it is good practice to interpret this role broadly to include all children vulnerable to underachievement, not only those with Education and Health Care Plans. This may also include children who are gifted and talented.

Governors, in making financial decisions, will need to allocate sufficient resources to ensure adequate support for the range of special needs in the school.

### 10.4 Religious Education

In our Catholic schools, Religious Education must be in accordance with the rites and practices of the Catholic Church; this position is safeguarded in the School Standards and Framework Act 1998.

Religious Education is seen as an academic discipline with comparable demands and rigour to other curriculum subjects. The appointment of leaders for religious education requires special care to ensure that religious education is properly managed and taught.

Religious growth and development, which must be the aim of Religious Education, are not confined to time-tabled Religious Education lessons but will be part of the whole curriculum which is offered.

Religious Education is concerned with the spiritual and moral development of pupils and their religious literacy and this will be supported through other curriculum areas. Pupils will also be influenced by the way in which the learning, teaching and assessment are carried out and by the attitudes and behaviour of pupils and staff to one another, their property and the school environment. Social and cultural development too, are part of the wider understanding of religious education and these will need to be within the context of the social teaching of the Church, helping pupils appreciate and value its cultural breadth and universality.

# 11 TRAINING AND SUPPORT

## 11.1 Governor Training & Development

We subscribe to a Governor Training package by Educator Solutions, the Norfolk LA traded Services Company who provide extensive training and support. There is a wide range of training available at various locations. The calendar of training events, which Directors and Governors can book themselves, is available via the 'Norfolk Governance' tab on GovernorHub, and then accessing the 'Training' tab.

There are many online training modules within our subscription, and especially within 'Modern Governor' which any Governor can join and access by linking through from the Norfolk Governance tab on Governorhub.

**All Directors and Local Governors are required to undertake Safeguarding Children in Education training**, and also the Governor and Trustee induction training (or equivalent) offered by Norfolk, Peterborough or Modern Governor. In addition, Governors and Directors are encouraged to access training pertinent to their role and interests.

From time to time other training events are offered by the Trust, usually hosted at the Diocesan Conference centre in Poringland. These have included sessions on general governance, data analysis and academy finances.

Governors and Directors are asked to advise the Clerk of any training sessions they have attended so we can keep a record of training people have been on. You should also feedback to your next LGB meeting to share learning and encourage other Governors to take learning opportunities.

The Trust has membership of 'The Key', a resource bank of useful documents and examples, which is free for any Governor to access, simply contact the Compliance Manager or the Clerk. Access is via Governorhub.

## 11.2 GovernorHub

GovernorHub is a portal that governors can use to access information for meetings, book training and record training and access useful information, as well as the main way you will receive meeting information.

Once you have been set-up you should receive a password, that will enable you to access your school, SJB Catholic MAT resources, the Key and Norfolk Governors, which will be displayed as icons at the top right-hand side of the screen.

### School

- Noticeboard - Messages are displayed that you may also have already received via e-mail.
- Calendar – A planner of all meetings for the governing body. On the right-hand side under Upcoming Events you will see a list of the meetings. Underneath the meeting you will see a folder and blue writing, this link will take you to the relevant document folder.
- Documents – This is where you will find a dated folder for every meeting, termly training report, monitoring forms and reports as well as other documents you may find useful.
- Governing Board - A record of all the members, roles, committee membership, constitution showing types of governors and their term of office and about, which gives you more information on each of the above tabs. If you click on a governor, on the members page, you will see their contact details and training information. This is where training can be added and certificated uploaded. If you report training at a meeting clerk will upload the training attended.

Agendas will be published at least 7 days before a meeting and minutes 2 weeks after a meeting. When the agenda and minutes are posted you will receive an e-mail to notify you. You can access the documents either by going to the Calendar tab and clicking on the blue link or go to the documents tab and find the meeting. To download all the documents for one meeting go through to the page that lists the meeting dates. Do not click on the meeting folder. On the right-hand side of every dated folder you will see 3 dots, click on these and select download and you can either open or save. If you would like a report uploaded for the meeting, please send to the clerk.

#### **Resources for St John The Baptist Catholic Multi-Academy Trust**

- News – Messages that have been sent to every governor/director in the Trust. You should receive these as e-mails.
- Resources – As well as lots of useful information you can also find the SJB Chairs meeting folder here. There are bi-annual meetings held with all LGB chairs, CEO and Chair of Directors. Chairs feedback from this report at LGB meetings.
- Calendar – This shows every meeting in the Trust, and there is also a single page with all meetings from this calendar. Please note that if you need to contact the clerk there may be a delay as she may be clerking another meeting.

#### **Norfolk Governance – Training Provider**

- News – Messages that you may have received.
- About – Explains what they provide and their contact details should you be having any problems.
- FAQ's – Useful questions and explanations.
- Training – This is where you can book training by searching by either course or date.
- Resources – Lots of information and templates on a number of subjects
- Modern Governor – sign up to access the training and resources – click Training

### **11.3 Directors and Governors Allowances**

Directors and Local Governors may claim allowances in respect of actual expenditure incurred whilst attending meetings of the Directors Body, LGB and Committee meetings, undertaking Governor or Director development and otherwise acting on behalf of the Directors or Local Governing Body.

However, this does not cover claims for actual or potential loss of earnings or income.

Eligible expenses include care costs, travel, parking and subsistence.

#### **Eligible Expenses**

##### *Care Arrangements:*

- Registered Child Care
- Care arrangements for an elderly or dependent relative at home, where these are not provided by a relative or partner or other responsible adult, to care for the relative or dependent.

*Travel:* Allowances for travel cannot exceed Inland Revenue authorised mileage rates. A VAT receipt must be obtained for fuel and be submitted with the claim.

*Parking:* reimbursement of car park costs.

*Subsistence:* if additional expenses are incurred because work as a Director or Governor requires taking breakfast, lunch or dinner away from the school area.

## **Allowance Rates**

### *Care Arrangements:*

- Child Care. Claims will be limited to reimbursing the actual cost paid to a registered childcare provider.
- Elderly or dependent relatives: as with childcare, claims will be limited to reimbursing the actual amount paid to a person providing the care that the director or governor would have provided during the period of their absence.

*Travel:* Current Public Transport rate for mileage (45p per mile as at 2013). Actual fares incurred on bus or train up to the level of standard class rail travel. In cases where no public transport is available, the cost of a taxi fare will be reimbursed up to the level of the actual fare paid, upon production of a valid receipt.

*Subsistence:* Re-imbursement according to current Local Government rates. Governors and Directors should note that this may be less than the actual expenses occurred, depending on the meal chosen.

*School meals:* Governors, Directors (and Clergy) visiting the school are entitled to a free school meal from the school dining facilities.

## **Criteria for Claims**

To reduce administration, unless substantial sums are involved, directors and governors are asked to claim termly in arrears, before the end of the financial year in question (31 August). Claims should be forwarded to the Trust Finance & Operations Director with complete receipts for all claims. The claim form is available from the Compliance Manager or the Finance & Operations Director and is also included as Appendix 10.

Receipts must be provided to support claims for reimbursement e.g. bus ticket, train ticket, taxi or till receipts.

Payment of directors or governor expenses will be recorded through the Trust finance system and reported on an annual basis within the Trust annual accounts.

## **Financial Systems**

The Trust's usual systems for authorising and processing payments will apply to claims made under this scheme.

## 12 KEY DOCUMENTS

### Key documents and links to ensure effective Governance:

- Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law  
<https://www.gov.uk/government/publications/statutory-policies-for-schools>
- The DfE Governor handbook - this document is a reference point for all Matters of Governance. It is published annually.  
<https://www.gov.uk/government/publications/governance-handbook>
- Academies Financial Handbook - this document is a reference guide for all Matters concerning Academies' finances <https://www.gov.uk/government/publications/academies-financial-handbook>
- What schools must publish on their website - this guide gives an overview of the information that the DfE recommends that you publish on your website. For Governors it is important that they look at the section on what is needed to be published for governance.  
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- The Trust Scheme of Delegation and Policies – available on the website [www.stjohnthebaptist-cTrust.org.uk](http://www.stjohnthebaptist-cTrust.org.uk)

### Useful documents and links relating to the Catholic Life of the School:

- Christ at the Centre (Catholic Truth Society)
- Evaluating the Distinctive Nature of a Catholic School 2007 (National Board of Religious Inspectors & Advisers)
- Governance Matters (Archdiocese of Birmingham Diocesan Education Service)
- Religious Education: Curriculum Directory for Catholic Schools (See Catholic Education Service website)
- [www.catholiceducation.org.uk](http://www.catholiceducation.org.uk)

### Useful documents and links relating to general Governance:

- [www.nga.org.uk](http://www.nga.org.uk)
- <https://schoolGovernors.thekeysupport.com/>

## 13 APPENDICES

### 13.1 Appendix 1 - Governor Visit Report (Specific Area of Focus) - XXXX School



**Governor:**

**Member(s) of staff:**

**Date of visit:**

*Governor visits contribute to school improvement by enabling governors to discuss the implementation of plans with staff and to monitor progress made towards reaching targets.*

<p><b>FOCUS OF VISIT</b></p>  <p><b>Reference to SIDP if applicable</b></p>	
<p><b>QUESTIONS TO ASK (if applicable)</b></p>	
<p><b>SUMMARY &amp; DISCUSSION – key points</b></p>	
<p><b>PROGRESS</b> Progress in relation to SIDP</p>	
<p><b>IMPACT &amp; ACTION POINTS</b></p>	

## 13.2 Appendix 2 - Governor Visit Report (Specific Area of Focus) - Example



**Governor:**

**Member(s) of staff:**

**Date of visit:**

*Governor visits contribute to school improvement by enabling governors to discuss the implementation of plans with staff and to monitor progress made towards reaching targets.*

<p><b>FOCUS OF VISIT</b></p> <p><b>Reference to SIDP if applicable</b></p>	
<p><b>QUESTIONS TO ASK (if applicable)</b></p>	<p>Example Questions</p> <ul style="list-style-type: none"> <li>- What are the current targets/measures set by the school for the quality of teaching?</li> <li>- How are levels of challenge in lessons matched to individual pupil's needs?</li> <li>- How have you used assessment data to do this?</li> <li>- What is the school's policy/approach to marking, how are you aiming to improve in this area?</li> <li>- What do the pupils think of this approach?</li> <li>- What kind of opportunities are there in lessons to promote pupils' spiritual, moral and cultural development?</li> </ul> <p><i>What can I do as a Governor to follow up on this key issue and ensure that further monitoring activities are undertaken in the coming months to evidence the effectiveness of this work?</i></p>
<p><b>SUMMARY &amp; DISCUSSION – key points</b></p>	<p>Example Summary</p> <p>The current target for quality of teaching is 80% good or better, including 30% expected to be outstanding.</p> <p>To improve the levels of challenge matched to pupil's needs, a photo sheet for every pupil is produced, annotated with target grades, specific needs and current working levels to enable every teacher to plan for differentiation. The assessment data used is the Average Point Score (APS) and the effectiveness will show in an increase in a pupil's APS. If no progress has been achieved in half a term by a pupil, intervention is put in place to help identify a better way forward. Assessment data is produced 6 times a year.</p>



	<p>A new marking scheme has been introduced very recently with close collaboration between teachers, middle and senior leaders. A PD day was used to improve marking and make it consistent across all subjects.</p> <p>There are now uniform phrases used in pupil's books, i.e. "What went well" shortened to WWW followed by "Even better if" written as EBI or a stamp is used. Pupils also have a literacy target across all subjects.</p> <p>A pilot Learning Walk with focus on spiritual, moral and cultural opportunities in the lessons was undertaken, please see separate attached report.</p>
<b>PROGRESS</b> Progress in relation to SIDP	The progress of recently introduced objectives and activities resulting from the September version of the SDP will start to be evaluated in January when results from the early entry matths and English exams are received and also end of year and Mock exam results.
<b>IMPACT &amp; ACTION POINTS</b>	<p>Initial visit to see level of implementation of plan. Follow up visit will enable progress to be evidenced.</p> <p>A suggested monitoring plan for Key Issue 1 for Spring and Summer Terms 2017 was written to reflect today's visit.</p>

### 13.3 Appendix 3 - Governor Visit Report (General Visit) - XXXX School



**Governor:**

**Event:**

**Date of visit:**

*Governor visits contribute to school improvement by enabling governors to discuss the implementation of plans with staff and to monitor progress made towards reaching targets.*

<b>SUMMARY</b>	
<b>ACTION POINTS</b>	

### 13.4 Appendix 4 Glossary For Governors

Academy		A publicly funded independent school that receives funding directly from the DfE through the Education and Skills Funding Agency (ESFA) rather than the local authority (LA).
ACE	Advisory Centre for Education	Provides useful information for parents on school admissions and other potential difficulties.
Accounts Return		A return of key financial information in spread sheet format based on academy trusts' annual accounts, to be used for consolidation of trusts' accounts into the ESFA's accounts and for the collection of benchmarking data.
Accrual accounting		A system of accounts whereby revenue is matched to expenditure at the time at which a transaction occurs, rather than when payment is made (or received). Required by the ESFA for academies.
AFH	Academies Financial Handbook	Issued by the ESFA annually, academies are required to comply with all aspects of the AFH (as well as their own Articles of Association).
AFL	Assessment for Learning	The use of classroom assessment to raise pupils' achievement.
AGT	Able, Gifted and Talented	Students with abilities developed to a level significantly ahead of their year group. Previously G&T (Gifted & Talented).
AIG	Advice, Information and Guidance	
AIO	Attendance Improvement Officer	
ALIS	Advanced Level Indicator System	Provides performance indicators for post-16 students across all sectors of education and includes analysis of A levels and AS exams.
ALPS	Advanced Level Performance System	"A" level tracking, assessment and analysis.
Annual Accounts		A statutory requirement for all academy trusts. Properly called financial statements. Require completion to a 31 August year-end, submission to the ESFA no later than 31 December, and publishing on the trust's website by 31 May.
AO	Accounting Officer	The AO signs a personal undertaking to the Secretary of State to be personally responsible for the sound financial management of the academy (or Multi Academy Trust).

AQA Bacc	AQA Baccalaureate	A 16-19 qualification composed of 3 A levels + AS Critical Skills or Citizenship, an extended project and enrichment activities.
Articles of Association		A document that establishes the constitution, powers and governance of an academy.
ASCL	Association of School and College Leaders Union	
ASP	Analyse School Performance	Preferred DfE tool for considering school performance – replaces RAISEonline.
AT	Academy Trust	The AT is a charitable trust and a company limited by guarantee, and is required to submit audited annual financial statements to Companies House.
ATL	Association of Teachers and Lecturers Union	Now part of NEU, along with what was the NUT.
AWPU	Age Weighted Pupil Unit	The funding the school receives for each pupil.
BECTA	British Educational Communication and Technology Agency	Government's lead agency on the use of ICT in education.
Benchmarking		Financial consideration of the (school's) budget in relation to that of similar (schools).
BCR	Budget Control Report	A comparison of actual performance with planned budgetary performance.
Budget Forecast		The document by which an academy trust notifies the ESFA of its budget for the forthcoming academic year.
CAF	Common Assessment Framework	A standard framework to assess children's additional needs and decide how these should be met.
CAMHS	Child and Adolescent Mental Health Services	A term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.
CCRS	Catholic Certificate for Religious Studies	
CCTV	Closed Circuit Television	
CEIAG	Careers Education, Information, Advice and Guidance	
CEO	Chief Executive Officer	The executive leader of the TRUST.

CES	Catholic Education Service	An advisory and lobbying group on behalf of Catholic education nationwide.
CFO	Chief Financial Officer	
Child		A young person under the age of 18.
CIF	Condition Improvement Fund	An annual round of competitive capital funding available to some schools and academies.
CPD	Continuing Professional Development	
CPOMS	Child Protection Online Monitoring and Safeguarding system	Child protection and safeguarding software for schools.
CPSCB	Cambridgeshire and Peterborough Safeguarding Children Board	Local Safeguarding Board overseeing child protection and promoting welfare and children's developmental needs.
CVA	Contextualised Value Added	A measure of pupils' achievement against their expected attainment, based on a wide set of parameters.
CYPP	Children and Young People's Plan	A single strategic plan produced by local authorities in relation to all services relating to children and young people in the authority.
Director	One of the Board of Directors of the TRUST, who is a company director and a charitable trustee of the TRUST.	The Board oversees strategy, accountability and financial viability of the TRUST and all the schools within the TRUST. The Board acts as a layer of governance above that of each individual LGB.
DBS	Disclosure and Barring Service	Home Office agency which vets applications for people who want to work with children and vulnerable people. Formed in 2012, a merger of the Criminal Records Bureau and the Independent Safeguarding Authority.
DFC	Devolved Formula Capital	Government funding for ICT refresh, maintenance and minor improvement of premises.
DfE	Department for Education	Previously the Department for Children, Schools and Families (DCSF)
DSL	Designated Safeguarding Lead	
DSO	Designated Safeguarding Officer	
EAL	English as an Additional Language	Students who speak another language at home.

EBacc	English Baccalaureate	A Government recognised GCSE qualification of Level 5 grades in maths, English, Science, a Language and History or Geography.
EBI	Even Better If	
ECM	Every Child Matters	Previous government policy in relation to children and young people. Five outcomes: staying <b>Safe</b> , being <b>Healthy</b> , <b>Enjoying</b> and <b>achieving</b> , <b>Economic</b> well-being and making a <b>Positive</b> contribution.
EHCP	Education and Health Care Plan	From Sept 2014 EHC plans replaced statements of special educational need for children and young people with complex needs.
EPM	Education Personnel Management	Currently the Trust's preferred HR provider.
ESFA	Education and Skills Funding Agency	A DfE agency responsible for allocating funds to academies.
FA	Funding Agreement	A legal document setting out the relationship between the AT and the SoS.
FE	Further Education	
FFT	Fischer Family Trust	An independent charity that provides a range of analyses to support self-evaluation, assessment and target setting.
FOD	Finance and Operations Director	
FMSIS	Financial Management Standards in Schools	A system for ensuring that schools have good financial management systems in place.
Free School		A non-selective state funded school in England, which is not controlled by the LA.
FSA	Financial Services Authority	
FSM	Free School Meals	Arrangements by which children from low income households are provided with a free meal while they are at school.
FTE	Full Time Equivalent	In relation to jobs. Note that most support staff jobs are term time only so advertised FTE salaries are not actual pay.
GAG	General Annual Grant	The main source of (public) income for academies.
GB	Governing Body	
GCSE	General Certificate of Secondary Education	

GDPR	General Data Protection Regulation	Strengthened data protection regulation operational from 25 <sup>th</sup> May 2018.
G&T	Gifted and Talented, now replaced by AGT (Able, Gifted & Talented)	Students with abilities developed to a level significantly ahead of their year group.
GIAS	Get Information About Schools	The public DfE database of information about schools and their governors.
Governor	One of the Governing Body which oversees the running of the school.	Governors are responsible for three things: <ul style="list-style-type: none"> <li>• Ensuring clarity of vision, ethos and strategic direction</li> <li>• Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff</li> <li>• Overseeing the financial performance of the school and making sure its money is well spent</li> </ul>
GTP	Graduate Training Programme	Graduates employed by a school, earn a salary and work towards qualified teacher status (QTS).
HMI	Her Majesty's Inspectorate of Schools	Ofsted Inspectors
HoD	Head of Department	
HOC	Heads Operations Committee	One of the executive committees of the Board of Directors, comprising Headteachers of the Trust.
HoY	Head of Year	
IB	International Baccalaureate	IB Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19.
IBP	Individual Behaviour Plan	An agreed plan between Parents, HoY and PSW to manage a student's behaviour.
ICO	Information Commissioner's Office	The ICO oversees national data protection.
ICT	Information and Computer Technology	A curriculum option.
IDACI	Income Deprivation Affecting Children Index	An index of deprivation which measures in a local area the proportion of children under the age of 16 that live in low income households. It is used for calculation of the contextual value added score, measuring children's educational progress.
IEB	Interim Executive Board	A temporary Governing board put in place to oversee improvement in struggling schools.

IEP	Individual Education Plan	A personalised education plan for pupils with special educational needs.
INSET	In-Service Training	Staff training days (5 per year, or the equivalent)
ISR	Individual School Range	Scale points for a Headteacher's pay.
IT	Information Technology Services	
ITT	Initial Teacher Training	Training for students aspiring to qualify as teachers provided as a partnership between Colleges/Universities and Schools.
JCQ	Joint Council for Qualifications	A single body representing the seven largest qualification providers/exam boards.
KPI	Key Performance Indicator	Quantifiable measurements, agreed beforehand, that reflect the critical success factors of an organisation.
KS1	Key Stage 1 (infant years)	Years 1-2 (5-7 year olds)
KS2	Key Stage 2 (SATs)	Years 3-6 (8-11 year olds)
KS3	Key Stage 3	Years 7, 8 and 9 (12-14 year olds)
KS4	Key Stage 4 (GCSEs)	Years 10 and 11 (15-16 year olds)
KS5	Key Stage 5 (A levels)	Years 12 and 13 (17-18 year olds)
LA	Local Authority	Norfolk, Peterborough or Suffolk County Council.
LAC	Looked After Children	Children in public care, who are placed with foster carers, in residential homes or with parents or other relatives.
LADO	Local Authority Designated Officer	The LADO is involved from the initial phase of an allegation that a person who works with children may have harmed or behaved towards a child in a way that indicates s/he is unsuitable to work with children. The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.
LGB	Local Governing Body	A Governing Body in a Trust, technically a committee of the Board of Directors.
LGPS	Local Government Pension Scheme	
LSA	Learning Support Assistant (previously Teaching Assistant TA)	LSAs usually work with a teacher in their classroom, making sure pupils get the most from lessons.
LSCB	Local Safeguarding Children Board	The LSCB promotes safeguarding and the welfare of children and co-ordinates and quality assures



		the safeguarding children activities of member agencies.
LT	Leadership Team	Head, Deputies, Assistant Headteachers and the School Business Manager.
Maintained School		A maintained school is a school financially supported by the government. Most often, a "maintained school" is a community, foundation, voluntary controlled, voluntary aided, community special or foundation special school. Academies and Free Schools are not "maintained schools", even though they are funded almost entirely by the state.
Managed Move		An arrangement between Headteachers and the LA whereby pupils at risk of permanent exclusion may be moved between schools.
MASH	Multi Agency Safeguarding Hub	
TRUST	Multi Academy Trust	A legal grouping of academies, responsible for producing annual audited accounts and for the effective running of its component academes.
MDIF	MAT Development and Improvement Fund	A competitive government fund available to Trusts to improve schools and increase social mobility.
MFL	Modern Foreign Languages	
MPS	Main Pay Scale	National six point pay scale for new teachers.
MRS	Modern Reward Strategy	A nationwide strategy intended to introduce fairness and equal conditions across the range of support staff jobs.
MSA	Midday Supervisory Assistant	
MTL	Masters in Teaching and Learning	
NAHT	National Association of Headteachers	
NASUWT	National Association of Schoolmasters and Union of Women Teachers	
NBRIA	National Board of Religious Inspectors and Advisers	
NC	National Curriculum	

NCTL	National College for Teaching and Leadership	An executive agency of the DfE intended to enable and support the development of a self-improving, school-led system.
Net Capacity Assessment Method		A calculation of the number of pupil places at a school taking into account all of its buildings.
NEU	National Education Union	On the 1st September 2017 the National Union of Teachers (NUT) amalgamated with the Association of Teachers and Lecturers (ATL) to become the National Education Union.
NEET	Not in Education, Employment or Training	
NGN	Norfolk Governors' Network	A committee of governors from County schools which aims to provide an informed and influential voice for governors in Norfolk
NOA	Norwich Opportunity Area	Funded Government initiative to improve social mobility in Norwich.
NPQH	National Professional Qualification for Headteachers	Qualification aimed at preparing teachers for the demands of Headship.
NQT	Newly Qualified Teacher	A teacher in their first year after gaining qualified teacher status.
NSC	National Schools Commissioner	The NSC oversees government strategy to convert an overwhelming majority of schools to academies.
NSCB	Norfolk Safeguarding Children Board	Local Safeguarding Board overseeing child protection and promoting welfare and children's developmental needs.
NUT	National Union of Teachers	Now part of NEU, along with the ATL.
NYOT	Norfolk Youth Offending Team	
Ofsted	Office for Standards in Education, Children's Services and Skills	Responsible for the arrangements of inspections of schools, academies and LAs
OSA	Office of the Schools Adjudicator	Government enforcer of compliance with the SAC and SAAC.
P8	Progress 8	The progress a child has made across 8 GCSE subjects, as measured against their levels on entering high school. Different from attainment, the grades achieved.

PA	Persistent Absenteeism	Individual attendance below 90%, for whatever reason.
PAN	Published Admission Number	The number of students admitted into Year 7, which is set by the governors in the spring term of the year before intake.
PDC	Professional Development Centre	At Woodside Road, Norwich.
PGCE	Post Graduate Certificate in Education	A one year course which focuses on teaching skills, and not on the subject you intend to teach.
PLTS	Personal Learning Thinking Skills	A framework for describing the qualities and skills needed for success in learning and life.
PM	Performance Management	A process which contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance.
PP	Pupil Premium	Funding to improve educational outcomes for children from deprived backgrounds (those eligible for free school meals at any point in the last 6 years).
PRU	Pupil Referral Unit	Provides education to pupils who may not otherwise receive a mainstream education.
PSED	Public Sector Equality Duty	Equality standards that public bodies must adhere to, and report on.
PSHEE	Personal, Social, Health and Economic education	Deals with many real life issues young people face as they grow up.
PSP	Pastoral Support Plan	An agreed plan with parents, LA and school to manage a student's behavioural issues.
PSW	Pastoral Support Worker	
PTFA	Parent, Teachers and Friends Association	
PEX	Permanent Exclusion	
QTS	Qualified Teacher Status	A programme of initial teacher training.
RSC	Regional Schools Commissioner	The RSC approves academy applications. Currently, Eastern RSC is Sue Baldwin.
SAAC	School Admission Appeals Code	The statutory admission appeals code.
SAC	School Admission Code	The statutory admission code.
SATs	Standard Assessment Tests	

SACRE	Standing Advisory Council for Religious Education	Advisory body on collective worship and religious education in schools.
SBM	School Business Manager	
Scheme of Delegation		Academy Governance document detailing responsibilities and accountabilities.
School Direct		A government programme that allows schools to train and recruit their own staff.
SCITT	School Centred Initial Teacher Training	
SCR	Single Central Record	A school's central record of safeguarding compliance.
SEAL	Social and Emotional Aspects of Learning	A programme to develop pupils' social skills and emotional resilience.
SEF	Self Evaluation Form	The school's assessment of its performance – the document Ofsted may use as a starting point for its judgements.
SENCo	Special Educational Needs Co-ordinator	Person who has a particular responsibility for co-ordinating help for SEND students.
SEND	Special Educational Needs and Disability	Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.
SHARE	Summary Headteacher Achievement, Risk & Ethos	A live document that details the current situation in each of the TRUST's schools. Shared with Heads and Chairs of LGBs.
SIDP	School Improvement and Development Plan	The 5 year school development plan.
SJB CMAT	St John the Baptist Catholic Multi Academy Trust	
SLE	Specialist Leader of Education	Outstanding middle and senior leaders who have the skills to support individuals or teams in similar positions in other schools.
SMSC	Social, Moral, Spiritual and Cultural education	Aspects of the RE curriculum
SMT	Senior Management Team	
SOAP	School on a Page	One page Head's summary of their school.
SORP	Statement of Recommended Practice	The Charity Commission's statement of recommended accounting practice.
SoS	Secretary of State for Education	Currently Rt Hon Gavin Williamson MP (at time of writing)

SPAG	Spelling, punctuation and grammar	
SRE	Sex and Relationships Education	Included as part of PSHEE (above)
SSAT	Specialist Schools and Academies Trust	An independent charity that works with the government to support specialist schools and academies.
SSCB	Suffolk Safeguarding Children Board	Local Safeguarding Board overseeing child protection and promoting welfare and children's developmental needs.
SSIF	Strategic School Improvement Fund	Competitive funds available for schools in most need, to improve school performance and pupil attainment.
Statement of SEN		Following formal assessment, a document that sets out the additional level of support the school should provide some individual SEN students. Gradually being replaced from Sept 2014 by a phased introduction of EHCPs.
STPCD	School Teachers Pay and Conditions Document	National teaching pay scales, job conditions and expectations.
STRB	School Teachers Review Body	A national organisation that reviews teachers pay annually and advises government.
TES	Times Educational Supplement	The major method of advertising senior teacher vacancies.
TLR	Teaching and Learning Responsibility	A graduated scale for teachers' pay based on duties and responsibility levels, in addition to MPS and UPS.
TSA	Teaching School Alliance	A group of schools and other partners that is supported by the leadership of a Teaching School.
UPS	Upper Pay Scale	National three grade scale for more senior teaching positions.
UTC	University Technical College	A sponsored technical academy for 14-19 year olds.
VA	Voluntary Aided School	School whose governing body is the employer and the admissions authority. The school's land and buildings are normally owned by a charitable foundation. NDHS's status prior to becoming an academy.
VLE	Virtual Learning Environment	
WALT	We Are Learning To	An interpretation of lesson objectives, phrased in language that is easy to understand.

WGA	Whole of Government Accounts	A set of national accounts required by legislation to give Parliament and the public a view of spending by the whole of the UK government, that includes all public sector bodies.
WILF	What I'm Looking For	A way of explaining lesson outcomes to students.
WRL	Work Related Learning	
WYSIWYG	What You See Is What You Get	
Year 7 Catch Up premium		£500 per pupil for those who were below level 4 in English or Maths in Year 6.

## **13.5 Appendix 5 - Terms of Reference for the Trust's Audit & Risk Committee**

### Membership

The Audit and Risk Committee comprises at least 3 Directors.

Employees of the Trust should not be the committee members, but the Accounting Officer and the Chief Financial Officer are co-opted onto the committee on a permanent basis to provide information and participate in discussions. Their remit does not extend to a decision-making or voting role on this committee.

The Chair of Trustees should not be chair of the Audit and Risk committee. The chair of the Audit and Risk committee and the Resources committee should not be the same.

The Audit and Risk Committee has the authority to request that Headteachers, other staff and members of the constituent schools LGBs attend and report to meetings as necessary.

### Quorum

The quorum is 3 Directors.

### Meetings

At its first meeting each academic year, the Committee shall elect a Chair and Vice-Chair and review Terms of Reference.

The Committee will meet at least three times a year. Copies of the minutes will be circulated to the full Board. The Trust Clerk will record the minutes. The Chair will convene meetings, or in their absence the Vice Chair.

### Operating the committee

In line with the requirements of the Academy Trust Handbook the committee must:

- Have written terms of reference describing its remit
- Agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
- Review the ratings and responses on the risk register to inform the programme of work, ensuring checks are modified as appropriate each year
- Agree who will perform the work
- Consider reports at each meeting from those carrying out the programme of work
- Consider progress in addressing recommendations
- Consider outputs from other assurance activities by third parties including ESFA financial management and governance review, funding audits and investigations
- Have access to the external auditor, as well as those carrying out internal scrutiny, review their plans and reports and also consider their quality.

The committee's oversight must extend to the financial and non-financial controls and risks at constituent academies.

Oversight must ensure information submitted to DfE and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the Trust and by constituent academies, is accurate and in compliance with funding criteria.

### The Committee's role

The Audit and Risk Committee will consider matters relating to internal control and auditors. In particular, the Committee is to:

- I. Advise the Directors on the adequacy and effectiveness of the Multi Academy Trust's systems of internal control and its arrangements for risk management, control and governance processes, and securing economy, efficiency and effectiveness (value for money);
- II. Review the Governance Statement (found in the Directors Annual Report and Financial Statements) and make appropriate recommendations to the Directors; advise the Directors on the appointment, reappointment, dismissal and remuneration of auditors (both external auditors and internal audit); monitor the effectiveness of auditors; ensure effective coordination between auditors ensuring that a consistent method of audit is adopted across all Academies.
- III. Ensure that any additional services undertaken by the auditors are compatible with the audit independence and objectivity;
- IV. Agree the work program of internal scrutiny including the checking of financial controls, systems, transactions and risks;
- V. Consider the reports of the auditors and, when appropriate, advise the Directors of material controls issues;
- VI. Monitor the implementation of agreed audit recommendations;
- VII. Ensure that all allegations of fraud and irregularity are appropriately investigated and controls weaknesses addressed, working with the Directors and the Headteachers of the Academies, as appropriate.
- VIII. Review and recommend the Audit Completion document (produced as part of the annual financial statements) to the Directors for approval.
- IX. Recommend the annual financial statements to the Directors for approval.
- X. Review the committee's membership and effectiveness on an annual basis to ensure that it has appropriate skills and relevant experience.
- XI. Ensure that the Catholic ethos of the Trust is embedded across all areas.
- XII. Advise and report to the Directors in relation any organisational risks which might impede the development and implementation of a long term strategy for the success of the Trust. The Directors shall consider any such advice given by the Audit and Risk Committee.
- XIII. Support the Directors in developing an organisational structure which reflects the Trust's values and enables the management systems, structures and processes to work effectively in line with legal requirements and to ensure sound financial management.
- XIV. Support the Directors in the formulation of financial and risk management policies for the Trust and the Academies for achieving the aims and objectives set out in the Trust's Development Plan or long term strategic vision.
- XV. Advise the Directors on the adequacy and effectiveness of the Trust's systems of internal control and its arrangements for risk management, control and governance processes and securing economy, efficiency and effectiveness (value for money).
- XVI. Regularly review the statement on internal control and make appropriate recommendation to the Directors and when appropriate communicate messages and advice to the Local Governing Body, liaising as necessary with any responsible officer appointed by the Local Governing Body to be responsible for financial oversight and risk management of the Academy's activities.
- XVII. Support (and challenge when necessary) the Directors and in particular the CEO who assumes the role of "accounting officer" to ensure he or she satisfies his or her duty as accounting officer towards:
  - Ensuring value for money;
  - Ensuring regularity and propriety;
  - Ensuring prudent and economical administration;
  - Avoiding waste and extravagance;
  - Ensuring the efficient and effective use of resources;
  - Keeping proper accounts;



- XVIII. Establish and implement a system of financial and risk reporting by the Academies to the Directors and to oversee that reporting to ensure that such a system complies with the Trust's legal obligations.
- XIX. Review any financial and risk report submitted by the Academies and advising the Directors on any issues arising from it as well as making recommendations for future reports to sustain the integrity of the financial and risk management systems.
- XX. Advise on the formulation and implementation of a policy for the approval and signing of contracts, ensuring all contracts to be entered into by the Academy are appropriate, have been authorised (or are within delegated authority) and do not expose the Academy to undue risk.
- XXI. Advise on policies for the securing of the funds and assets of the Trust including by the prevention of loss through fraud and irregularity.
- XXII. Oversee and monitor the implementation of admissions policies and practice across the Trust.

## 13.6 Appendix 6 - Local Governing Body Terms of Reference

*The Governing Body's remit is to ensure clarity of vision, ethos and strategic direction. It should set aims and objectives and agree, monitor and review policies, targets and priorities.*

### Terms of Reference:

- **To agree constitutional matters\***, including procedures where the Governing Body has discretion
- To seek to fill vacancies as they arise and **to appoint up to two Governors to the Governing Body (co-opted governors) \***, in accordance with the Scheme of Delegation of St John the Baptist Catholic Multi Academy Trust
- To liaise with the Roman Catholic Diocese of East Anglia with regards to the appointment of Foundation Governors
- **To hold at least three Governing Body meetings a year (or six if there are no committees) \***
- **To elect or remove the Chair and Vice Chair of the Governing Body\***
- **To suspend or remove a governor\***
- If committees are used,
  - to establish the committees of the Governing Body and their Terms of Reference\*
  - to elect the Chair of any committee, or to delegate this to the committee itself
  - to appoint or remove a Clerk to each committee\*
  - to decide which functions of the Governing Body will be delegated to committees, groups and individuals, and review these annually\*
- **To receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary\***
- **To approve the school's first formal budget plan of the financial year\***
- To keep school policies and practice under review and to make revisions where appropriate - if not delegated to a committee
- To review annually aspects of financial delegation to the Headteacher:
  - The day-to-day management of the budget allocation
  - The amount the Headteacher can spend without referring to the Governing Body
  - The amount the Headteacher may vire between budget headings
- **To agree the Published Admission Number and determine the school's admission arrangements\***
- **To appoint or remove the Headteacher (in conjunction with the St John the Baptist Catholic Multi Academy Trust and the Roman Catholic Diocese of East Anglia)\***
- To appoint or remove all school staff

**\*these matters cannot be delegated to either a committee or an individual**

### Membership – As per the Articles of Association and Scheme of Delegation

Terms of Reference signed off by the Chair of the Governing Body

.....  
(Name)..... Date.....

## 13.7 Appendix 7 - Terms of Reference for a Teaching, Learning and Standards Subcommittee

**Membership:** The subcommittee comprises at least 3 Governors.

The Headteacher/Head of School/Executive Headteacher is automatically a member. The subcommittee is supported, on request, by other staff who are involved in the Leadership of the school, e.g. the SENCO, Deputy or Assistant Headteachers

**Quorum.** The quorum is 3 Governors.

**Meetings.** The Chair of the subcommittee will convene meetings.

The subcommittee will meet once per term or more frequently as necessary.

Copies of the minutes will be circulated to the Directors and the LGB.

The subcommittee's role will be:

- To examine, review and approve a broad and balanced curriculum in the school.
- To receive and challenge the educational data of the school.
- To monitor and challenge the progress of all pupils, especially disadvantaged pupils.
- To highlight areas of success and achievement.
- To highlight areas of concern and monitor actions taken to address shortcomings.
- To ensure that the Catholic ethos of each School is embedded across all areas.
- To consider all Matters relating to the curriculum, teaching & learning and to advise the LGB, as necessary, on the National Curriculum and the Curriculum Directory for Religious Education (published by the Bishop's Conference).
- To ensure that appropriate arrangements are in place for assessment and reporting pupils' progress.
- To ensure the highest quality of teaching and learning and that there are appropriate quality assurance, monitoring and validating procedures.
- To advise the LGB on arrangements required for pupils with special educational needs and disabilities and monitor and implement Special Educational Needs policies.
- To review and update any educational policies that are delegated to the committee by the LGB.
- To ensure a full cost effective programme of CPD for staff is in place and review in year.
- To ensure compliance with statutory requirements in relation to the Pupil Premium and other dedicated income streams.
- To receive and note reports of Governor Visits to schools.

### **13.8 Appendix 8 - Terms of Reference for a Resources Subcommittee**

The Resources Sub Committee is a sub committee of the LGB. The Resources Sub Committee meets at least once a term but more frequent meetings can be arranged if necessary. The main responsibilities of the Resources Sub Committee include:

- the planning and review of the annual budget for the school;
- the regular monitoring and scrutiny of the school's management accounts;
- liaising as necessary with the Trust's Resources and Audit Committees (or the Trust Board if appropriate) to ensure accountability and propriety and to manage the level of financial risk within the school as well as review the effectiveness of the financial procedures and controls.

#### **Membership**

- The subcommittee shall consist of at least 3 Governors and the Headteacher / Head of School / Executive Head, each of whom has voting rights when needed.
- The School Business Manager (or similar) shall be co-opted on a permanent basis with non-voting rights.
- The subcommittee may co-opt additional (non-voting) members as deemed necessary.
- Other individuals (for example Finance & Operations Director or the CEO) may be invited to specific meetings as necessary.
- At its first meeting each academic year, the subcommittee shall elect a Chair and Vice-Chair and review Terms of Reference.

#### **Quorum**

- The quorum shall consist of 3 Governors.

#### **Meetings**

- The Chair, or in their absence the Vice-Chair, shall convene meetings
- The subcommittee will meet at least once each term
- The Trust Clerk will record the minutes
- A copy of the minutes will be circulated to the LGB and to the Directors

#### **Purpose of the Subcommittee**

This subcommittee has responsibility for 3 key areas: finance, premises, including health and safety and staffing.

#### **Overall Duties**

- i. To ensure that all HR, Health and Safety and Financial obligations and duties of the TRUST are observed, in line with legislative requirements.
- ii. To manage budgetary constraints, which could impact on resources.
- iii. To advise upon and monitor the implementation of any relevant TRUST Policies.

- iv. To approve and monitor any relevant local policies under the direction of the LGB.
- v. To ensure that the Catholic ethos of the Trust is embedded across all areas.
- vi. To establish a pay committee for the school and if necessary an ad hoc pay appeals committee

#### **Finance**

- i. To recommend the annual budget for the school to the Trust Board for approval.
- ii. To recommend the school's budget for the forthcoming 2 financial years and recommend its approval to the LGB.
- iii. To oversee, review and monitor the financial forecasts, including comparison of revised forecasts for the current year against the original budget previously approved. This will include an understanding of the key assumptions supporting the forecasts, such as student number projections.
- iv. Approve any purchases/virements and the write off of obsolete items of equipment and bad debts which are within the specified level delegated to the LGBs and are within the limits specified in the AFH (to be determined annually)
- v. To ensure that the Trust Board is kept informed of all major financial issues concerning the school, the management of funds against the school budget, the benchmarking of financial performance and the heads of expenditure, the way funds are utilised (including value for money) and the way monies are secured.
- vi. To receive reports from the Director of Finance and Operations regarding the school's finances. This will include reports on the monitoring of income against expenditure and proposals to revise forecasts for the year. The subcommittee will work with the LGB, the CEO, the FOD and the Headteacher to make any recommendations to the Trust Board.
- vii. To review the operations of the school in relation to the procedures shown in the Financial Regulations Manual. To work with the Headteacher to resolve breaches and to improve procedures as appropriate.

#### **Staffing**

- i. To ensure staffing and Human Resources are managed in line with Trust policy and Government Guidelines
- ii. To implement and monitor the appropriate performance monitoring and reward mechanisms of the Trust to support and develop both teaching and non-teaching staff
- iii. To oversee and scrutinise recruitment and retention processes (below the level of Headteacher) to ensure that the school recruits staff with the appropriate experience, skills and qualifications to provide the highest quality of teaching and learning for all pupils, including those with special educational needs.
- iv. To ensure mechanisms are in place to support the professional development and well being of all staff.

## **Premises**

- i. To monitor and provide support and guidance to the LGB and Trust on all Matters relating to the school premises and grounds, security and health and safety.
- ii. To assist the LGB, Directors, CEO and Headteacher to discharge their responsibilities under the Health and Safety at Work Act 1974 and related legislation.
- iii. To implement policies on health and safety and monitor and recommend related policies for the school for adoption by the LGB locally or Trust centrally.
- iv. To receive reports to enable the LGB and Directors to monitor the effectiveness of the school's health and safety arrangements. To appoint a named Local Governor for the school to make periodic inspections of buildings, plant and equipment and to report at least once a year to the LGB.
- v. To receive reports on the premises and grounds and advise the Trust and Diocese regarding the capital decisions for maintenance and development.
- vi. To ensure any necessary liaison with the local authority's Property Services Department (e.g. playing fields) and the Catholic Diocese of East Anglia.

## 13.9 Appendix 9 - Capital spend in our schools

This annex outlines the process of capital budgeting, the capital spend prioritisation and expenditure authorisation for each of our schools in the Trust.

The key point is that the Diocese owns (by and large) the land and buildings in which our schools operate. Therefore, under current arrangements the Diocesan Schools' Team leads the process of priority setting for the individual schools in the Trust when it comes to buildings improvement, repair and capital spend such as on large scale ICT projects.

### Capital funding

From April 2020 the Trust is entitled to School Condition Allocation (SCA) and will no longer be eligible to bid for Condition Improvement Funding (CIF), which was a competitive bidding process. The SCA is a formula which brings in substantial income, and while the Trust holds this income and is accountable for its expenditure, the Diocese as the owners of the buildings has clear direction over the priorities. With these increased funding levels, more responsibility lies with the Trust to plan and spend the capital funding received efficiently and in line with the funding rules to avoid any potential claw back, and we rely upon the Diocese to identify the priorities for us.

Prior to September 2019, the Trust had two principal sources of capital funding; devolved formula capital (DFC) which is allocated annually to each school based on a lump sum per school and a variable weighted<sup>1</sup> amount based on pupil numbers; and Condition Improvement Fund (CIF) bids submitted in December each year for larger-scale capital projects. This funding was paid into the Trust's account rather than individual school accounts. From the financial year 2020/21, whilst DFC continues on the same basis, the Trust will have more than 3,000 pupils and will not be able to bid for CIF. Instead, it will receive a direct School Condition Allocation (SCA) based on pupil numbers. It is anticipated that for the 2020-21 academic year, St John the Baptist's SCA will be in the region of £350,000. It should be noted that CIF bids submitted by this Trust for 2019-20 totalled £1.5M.

The Trust, the schools and the Diocese operate a collaborative process bringing together the expertise of the Diocesan property team and the Trust property team which gives the Trust Directors (who have overall responsibility and ultimate decision making authority for all the work of the Trust) greater assurance regarding the management of capital funds. This means that the capital funds will be prioritised towards the schools with greatest need, and the checks and balances to ensure this is done fairly ultimately lie with the Diocese.

### The documents which underpin the capital spending:

Section 4.6.1 of the Scheme of Delegation states that *"The Local Governing Body shall work in collaboration with the Executive Team and the Diocesan Assistant Director (Schools) (or at their request the Trust Board) in developing a long term estate management strategy that will identify the suitability of building and facilities in light of long term curriculum needs and the need for and availability of capital investment to meet the Trust's legal responsibility to ensure the buildings and facilities used by each Academy are maintained to a good standard."*

This means that the schedule of capital spend is prepared and managed primarily by the Diocesan Assistant Director (Schools), who advises and directs the individual schools throughout the process.

This is supported by the following two formal documents:

- (A) Catholic academies: Church supplemental agreement and
- (B) Memorandum of Understanding – Cluster Multi Academy Trusts

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<sup>1</sup> Weighted according to number of nursery, primary, secondary and sixth-form pupils

**(A)** The supplemental agreement between the Diocese, the DfE and the Academy formalises the relationship and in the “Capital Grants” section stipulates that:

*“The Trustees and the Diocesan Authority acknowledge the Secretary of State’s power to pay Capital Grant to the Academy Trust and in recognition of the Trustees’ and the Diocesan Authority’s interest in any Capital Grant paid in relation to expenditure on Land, the Secretary of State commits to the following:*

*1 to acknowledge the Trustees’ and the Diocesan Authority’s right to consent to the carrying out of any works to Land whether or not such works are to be paid for from any Capital Grant;*

*2 to recognise the Trustees’ and the Diocesan Authority’s interest in ensuring that any works to Land are carried out properly and that the Trustees or Diocesan Authority may be procuring or providing support to the Company in the procurement of such works”*

**(B)** The Memorandum of Understanding between the Diocese of East Anglia and St John the Baptist Catholic Multi Academy Trust aims to formalise the authority of the Diocesan Trustee in relation to capital spend authorisation.

*“Land, Buildings and Capital Expenditure*

*Section 9. No significant capital works will be carried out on any school site by the TRUST (or its schools) without the prior written consent of the Diocesan Trustee, which consent will not be unreasonably withheld provided that there is clear evidence that there are funds readily available to the TRUST to undertake all of the work and that any capital works comply with any Diocesan policy on capital works to school sites issued from time to time.”*

### **The process of allocating, spending and planning for capital priorities**

Each year in March a 3-year capital budget plan will be prepared jointly by the Diocesan Assistant Director (Schools) and the Trust Director of Finance and Operations which will take into account the collective capital funding and the amount available to each school and any unspent capital reserves held by the Trust.

A list of priorities is prepared on a school level and it will include all capital expenditure (incl. ICT equipment and refresh).

The Trust Resources committee then reviews the draft budget and plans for priorities and make changes as appropriate. The 3-year budget will then be approved by the Board of Directors each July, and work started as appropriate.

### **Prioritisation of capital funding**

The process of prioritising capital funding is led by the Trust Executive Team, and is monitored by Trust Directors. It is undertaken on an annual basis, with recommendations being made by the Diocese’s Assistant Director (Schools), to the Trust’s Resources Committee usually at their November meeting. The process begins with the Assistant Director’s annual visit to each school undertaken during the first half of the Autumn Term. A meeting is held with the Headteacher, together with the Business Manager and/or Site Manager to discuss Matters relating to the premises and site. This discussion is informed by a number of documents including the school’s detailed condition survey<sup>2</sup> and other commissioned surveys<sup>3</sup>. The school is also expected to have an up-to-date Premises Development Plan that identifies

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<sup>2</sup> Schools used to be provided with a detailed condition survey by their LA. The Diocese is commissioning detailed surveys for all schools on a phased basis.

<sup>3</sup> Eg, roofing surveys



capital priorities linked to its School Improvement Plan. The discussion at the annual meeting considers points of conversion or disparity between the survey data and the school's experience 'on the ground' and aims to agree areas of high capital priority.

At the annual meeting, potential funding sources are discussed. DFC is used at the school to which it is allocated and is not pooled with other schools in the Trust, except in an emergency situation where no other funding can be identified. In such a situation, the affected schools will be notified. Prioritisation of DFC expenditure will be informed by the condition and priority grading within the detailed condition report, as follows:-

Condition grading	Priority grading
A – Good condition	1 – Urgent work required
B – Satisfactory condition	2 – Essential work within 2 years
C – Poor Condition	3 – Desirable work within 3-6 years
D – Very poor condition	4 – Long-term work outside 6 years

Where an issue is identified as a high priority by both the condition survey and the school, and estimated costs appear to be within the school's available DFC funding, the Assistant Director will approve expenditure from DFC. This process may happen throughout the year, where issues arise that need addressing promptly.

For larger-scale capital expenditure through CIF bids or the SCA, the Assistant Director will assess priorities once all visits have taken place, using the above methodology. In addition, the assessment criteria that is used by the EFSA in assessing CIF bids is also employed, as follows:-

Priority	Priority Level
<b>Legislation, Compliance and Health and Safety</b> Including: emergency asbestos removal, gas safety, electrical safety, lift safety, water safety, fire safety, ventilation/air quality, safeguarding	Highest
<b>Life expired condition replacement where risk of school closure</b> Including: building structure, mechanical and electrical systems, utility capacity	High
<b>Life expired condition replacement (still working but requires replacement)</b> Including: building fabric, building structure, mechanical and electrical systems	Medium
<b>Areas below current standards.</b> Not specified, but could be below area guidelines, requires replacement in 1-2 years, or parts can no longer be found.	Low
<b>Other works: Evidence must provide a clear condition and VfM case</b> Might include: accessibility improvements, building fabric (non-teaching, eg external sports equipment stores etc), mechanical and electrical systems (non-teaching), insulation/draft proofing (non-teaching), lighting (non-teaching)	Lowest
<b>Other works: All other works, where there is no or weak evidence of significant compliance, health and safety concerns or condition/VfM case will not be considered a priority for CIF in 16-17 and will be rejected on that basis.</b> Examples include resurfacing or refurbishing play areas or car parks, or small teaching environment refurbishments.	Rejected

For bidding purposes, advice will also be sought from specialist consultants on types of capital works that have been successful in earlier rounds. On this basis, a recommendation report will be presented to Resources Committee and any financial contribution from the TRUST towards larger-scale schemes will be agreed.

### Expenditure authorisation

Capital expenditure on the items included in the budget will follow the Trust Finance policy.

- Purchases up to £5k will be approved by a budget holder;

- Purchases between £5k and £10k will be authorised by a Headteacher, a Deputy Headteacher or by the Director of Finance and Operations;
- Purchases between £10k and £25k will be authorised by the Director of Finance and Operations or the CEO;
- Purchases over £25k authorised by the Director of Finance and Operations or the CEO will be reported to the Trust Board.

An itemised list of capital spend incurred (and / or committed) will be shared with the Diocesan Assistant Director (Schools) on a monthly basis.

Any capital expenditure not included in the capital budget for which the schools' capital grants are to be used shall be approved by the Diocesan Assistant Director (Schools). The Diocesan Assistant Director (Schools) will also be notified of any capital expenditure not included in the capital budget for which the schools' revenue grants are to be used.

### **Monitoring of capital prioritisation**

At each Resources Committee meeting, the Diocesan Assistant Director will present a summary of each school's capital priorities and report on any changes to these since the last meeting. Progress on larger-scale schemes will also be provided to Directors. The capital priorities summary will be presented as an information item to the Heads' Operations Committee on an annual basis and to the summer meeting of the Chairs of the Local Governing Bodies.

## 13.10 Appendix 10 - Governance Annual Cycle

It is good practice to develop a schedule of work for the Local Governing Body each year. The following structure contains the typical items that recur each year. These items could be covered at Full Local Governing Body level or at subcommittee level as appropriate.

The Directors recommend that each LGB use this outline, in conjunction with the Clerk, as a start point to produce an annual cycle of work for each school that can be developed and modified year on year. Each school should also have a rolling policy review schedule that feeds into their annual plan.

### Suggested Work Plan

#### Autumn 1

- Elect Chair and Vice-Chair
- Ratify LGB Terms of Reference
- Note and agree to the Trust Code of Conduct and all other Trust policies
- Approve Terms of Reference for Subcommittees/Working Groups (as appropriate)
- Each Governor to complete and sign Pecuniary Interests Form
- Appoint members to subcommittees/working parties
- Assign link Governor roles \*
- Agree/confirm meeting dates for the forthcoming year (if not already set)
- Review results of national testing
- Adopt and approve the School Development & Improvement Plan (or equivalent)
- Review website compliance
- Confirm Performance Managements Arrangements with CEO and dates for Headteacher / Head of School
- Ensure appraisal arrangements are in place for all staff

*\*There must be a link Governor for the following roles as a minimum: Safeguarding (including Prevent/LAC pupils); SEND; Health and Safety; Pupil Premium; RE / Catholic Life of the School. Other roles are at the discretion of the LGB, and may be based upon school priorities and can include responsibilities for curriculum subjects, data and assessment, finance, admissions etc.*

#### Spring 1

- Agree target setting for the year
- Review expenditure against the agreed budget / Management Accounts
- Headteacher/Head of School report
- Receive/discuss Analyse School Performance report if available
- Report on Headteacher / Head of School PM
- Review and discuss SEF
- Review and discuss the Catholic Life of the School
- Determine admissions arrangements for the following academic year [i.e. for the September 18 months later] by 28th February
- Update published information on how the school is complying with the Public Sector Equality Duty and its equality objectives

#### Spring 2

- Safeguarding report
- Review Reserves in light of final accounts
- Review SEND policy and SEND Information Report
- Review expenditure against the agreed budget / Management Accounts
- Initial Budget Planning for following academic year

- Review school staffing structure for September
- Review progress against School Improvement Plan & SEF

### Summer

- Review expenditure against the agreed budget
- Note budget setting for next financial year by end of April (probably in a Resources subcommittee)
- Budget for approval and submit to Trust Board for approval
- Agree Local Governing Body meeting dates for next school year and submit to Clerk
- Review of results (if published)
- Self-review on the year, review SEF, including Catholic Life of the School, and gather evidence of Local Governing Body impact and achievements

**The following items should be standard agenda items or addressed termly, whether at LGB or appropriate subcommittee/working group.**

- SEND
- Safeguarding
- Behaviour and Attendance
- Governor Monitoring, which should cover throughout the year:
  - Pupil Premium: progress of pupils and expenditure
  - Results and outcomes
  - Review of data to support end of term/year predictions for progress and outcomes
  - Progress and outcomes for vulnerable groups
  - Impact of School Improvement
  - RE and Catholic Life of the School
  - Expenditure and impact of other income such as PE Premium, VI Form Bursary etc
- Headteacher/Head of School's report.
- Review of relevant policies on rolling programme
- Staff training
- Governor training
- Staff changes

**The following items are not time specific but must be conducted once per year**

- Governors Skills Audit to identify knowledge gaps and Training Requirements.
- Annual Child Protection report to Local Governing Body
- Report Pupil Premium and Sport Premium (primary only) spend and associated impact
- Conduct annual Health and Safety inspections and report to Local Governing Body
- Report to the Local Governing Body on how Year 7 Catch-up Funding (secondary only) is allocated and its impact and how Bursary spending (Sixth Form only) is conducted

**LGBs should review and ratify local policies either annually or every 3 years as a minimum:**

- Note Trust Policies and the Trust list of statutory and non-statutory policies
- Accessibility Plan
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy (NB some related policies including Prevent and Safer Recruitment lie at Trust level and should be referenced within the local policy)
- SEND Policy and SEND Information Report
- Learning and Teaching

- Sex Education
- Health and Safety Report and local procedures (note overarching Central Trust policy)
- Charging and Remissions (note Central Trust Policy)
- Public Sector Equality Duty (note Central Trust Policy)
- EYFS (Primary Schools)

## 13.11 Appendix 11 – Full LGB meetings agenda templates

### AGENDA – AUTUMN 1

The next meeting of the Local Governing Body of xxxxx Primary School will be held at the academy on xxxxx at xxxx.

Documents will be available on Governor Hub before the meeting. A - Approval required, S – Signature required, I - Information Only		
1.	<b>Prayer</b>	
2.	<b>Absence and Apologies</b>	
3.	<b>Pecuniary and Other Interests</b>	
3i	To complete and sign new forms	S
3ii	To register any pecuniary interest in agenda items	
4.	<b>Elect Chair and Vice Chair 20xx/20xx</b>	A
5.	<b>Governors Code of Conduct</b>	A
6.	<b>Local Governing Body Membership</b>	
6i	To report any changes in membership since the last meeting	
6ii	Link Governor Roles – Safeguarding (inc Prevent/LAC), SEND, H&S and Pupil Premium	
7.	<b>Terms of Reference</b>	A
8.	<b>Minutes</b>	
8i	To confirm the minutes of the meeting held on xxxxxxxx.	
8ii	Matters arising from the minutes not already on the agenda	
9.	<b>Academy Improvement</b>	
9i	School Improvement/Development Plan	A
9ii	Report on Results	
9iii	Pupil Premium and Sport Premium (primary only) spend and allocation impact	I
10.	<b>Finance Items</b>	
10i	Academies Financial Handbook	S
10ii	Finance Report	
11.	<b>Staff</b>	
11i	Performance Management Arrangements	I
11ii	Appraisal Arrangements	I
12.	<b>Committees</b>	
12i	To review committees and membership	
13.	<b>Policies</b>	
13i	SJB Policies	I
13ii	School Policies	A
14.	<b>Safeguarding &amp; H&amp;S</b>	
14i	Keeping Children Safe in Education	S
14ii	H&S and Premises Report	I
14iii	Annual Child Protection Report	I
15.	<b>SJB CMAT</b>	
15i	To receive any reports or information	I
15ii	Any matters to be brought to Directors attention	
16.	<b>Governors Monitoring and Training</b>	
16i	To plan monitoring	
16ii	To review and plan training	

17.	AOB	
18.	Date of next meeting – xxxxx	

## **AGENDA – Spring 1**

The next meeting of the Local Governing Body of xxxxx Primary School  
will be held at the academy on xxxxx at xxxx.

Documents will be available on Governor Hub before the meeting.  
A - Approval required, S – Signature required, I - Information Only

<b>1.</b>	<b>Prayer</b>	
<b>2.</b>	<b>Absence and Apologies</b>	
<b>3.</b>	<b>Pecuniary and Other Interests</b>	
<b>4.</b>	<b>Local Governing Body Membership</b>	
4i	To report any changes in membership since the last meeting	
<b>5.</b>	<b>Minutes</b>	
5i	To confirm the minutes of the meeting held on xxxxxxxx.	
5ii	Matters arising from the minutes not already on the agenda.	
<b>6.</b>	<b>Academy Improvement</b>	
6i	Head/Head of School Report	I
6ii	Target Setting	A
6iii	School Performance Data	I
6iv	SEF	I
6v	Secondary only – Year 7 Catch-up Funding allocation	I
<b>7.</b>	<b>Governor Skills Audit</b>	
<b>8.</b>	<b>Admissions Arrangements</b>	A
<b>9.</b>	<b>Public Sector Equality Duty</b>	I
<b>10.</b>	<b>Website Compliance</b>	
<b>11.</b>	<b>Finance Items</b>	
9i	Finance Report	I
<b>12.</b>	<b>Staff</b>	
10i	Performance management - Report on Head/HOS	A
<b>13.</b>	<b>Committees</b>	
11i	Teaching, Learning and Standards Committee xxxxx	
11ii	Resources Committee xxxxxx	
<b>14.</b>	<b>Policies</b>	
12i	SJB Policies	I
12ii	School Policies	A
<b>15.</b>	<b>Catholic Life of the School</b>	I
<b>16.</b>	<b>Safeguarding</b>	I
<b>17.</b>	<b>SJB CMAT</b>	
15i	To receive any reports or information	I
15ii	Any matters to be brought to Directors attention	
<b>18.</b>	<b>Governors Monitoring and Training</b>	
16i	To receive reports and record any training attended	I
<b>19.</b>	<b>AOB</b>	
<b>20.</b>	<b>Date of next meeting – xxxxx</b>	



## **AGENDA – Spring 2**

The next meeting of the Local Governing Body of xxxxx Primary School  
will be held at the academy on xxxxx at xxxx.

Documents will be available on Governor Hub before the meeting.  
A - Approval required, S – Signature required, I - Information Only

<b>1.</b>	<b>Prayer</b>	
<b>2.</b>	<b>Absence and Apologies</b>	
<b>3.</b>	<b>Pecuniary and Other Interests</b>	
<b>4.</b>	<b>Local Governing Body Membership</b>	
4i	To report any changes in membership since the last meeting	
<b>5.</b>	<b>Minutes</b>	
5i	To confirm the minutes of the meeting held on xxxxxxxx.	
5ii	Matters arising from the minutes not already on the agenda.	
<b>6.</b>	<b>Academy Improvement</b>	
6i	Head/Head of School Report	
6ii	School Improvement Plan – Review Progress	
<b>7.</b>	<b>Finance Items</b>	I
7i	Finance Report	
<b>8.</b>	<b>Committees</b>	
9i	Teaching, Learning and Standards Committee xxxxx	
9ii	Resources Committee xxxxxx	
<b>9.</b>	<b>Policies</b>	
9i	SJB Policies	I
9ii	School Policies	A
<b>10.</b>	<b>Safeguarding &amp; H&amp;S</b>	
10i	Safeguarding Report	I
10ii	SEN Information Report	I
10iii	H&S and Premises Update	I
<b>11.</b>	<b>SJB CMAT</b>	
11i	To receive any reports or information	I
11ii	Any matters to be brought to Directors attention	
<b>12.</b>	<b>Governors Monitoring and Training</b>	
12i	To receive reports and record any training attended	
<b>13.</b>	<b>AOB</b>	
<b>14.</b>	<b>Date of next meeting – xxxxx</b>	

## **AGENDA – Summer**

The next meeting of the Local Governing Body of xxxxx Primary School  
will be held at the academy on xxxxx at xxxx.

Documents will be available on Governor Hub before the meeting.  
A - Approval required, S – Signature required, I - Information Only

<b>1.</b>	<b>Prayer</b>	
<b>2.</b>	<b>Absence and Apologies</b>	
<b>3.</b>	<b>Pecuniary and Other Interests</b>	
<b>4.</b>	<b>Local Governing Body Membership</b>	
4i	To report any changes in membership since the last meeting	
<b>5.</b>	<b>Minutes</b>	
5i	To confirm the minutes of the meeting held on xxxxxxxx.	
5ii	Matters arising from the minutes not already on the agenda.	
<b>6.</b>	<b>Academy Improvement</b>	
6i	Head/Head of School Report	I
6ii	Staff Changes	I
6iii	Staff Training	I
6iv	Pupil premium – progress of pupils and expenditure	I
6v	Vulnerable Groups – progress and outcomes	I
6vi	Primary only - PE Premium and Sports Premium – Expenditure and outcome	I
6vi	Secondary only – Year 7 Catch-up – Expenditure and impact	I
<b>7.</b>	<b>Finance Items</b>	
7i	Finance Report	I
7ii	Budget Plan 2019/20	A
<b>8.</b>	<b>Committees</b>	
8i	Teaching, Learning and Standards Committee xxxxx	I
8ii	Resources Committee xxxxxx	I
<b>9.</b>	<b>Policies</b>	
9i	SJB Policies	I
9ii	School Policies	A
<b>10.</b>	<b>Safeguarding</b>	I
<b>11.</b>	<b>SJB CMAT</b>	
11i	To receive any reports or information	I
11ii	Any matters to be brought to Directors attention	
<b>12.</b>	<b>Governors Monitoring and Training</b>	
12i	To receive reports and record any training attended	I
<b>13.</b>	<b>AOB</b>	
<b>14.</b>	<b>Date of next meeting – xxxxx</b>	

### 13.12 Appendix 12 – Directors and Governors Allowances Claims Form

# Directors and Governors Allowances Claims Form

Please return to the Finance Office based at Notre Dame High School with receipts attached. Please ensure that the receipt only refers to the item that you are claiming for.

**Name:** ..... **School/Trust**.....

Date	Reason for Claim (travel, parking, sustenance etc)	Amount Claimed	Receipt attached
Total Amount Claimed			

Claims up to £25 will be paid directly from petty cash reserves.  
Larger reimbursement will be paid by cheque.

**Authorised** by CEO, Headteacher (Exec Head / HoS), Trust Finance & Operations Director or School Business Manager

Signed (Head/SBM/CEO/FOD) ..... Date: .....

### Cash Payment Received

Signed (Governor / Director) .....

Name: ..... School/Trust .....

Date; .....

## For Office Use

Payment Made (Amount): .....

Date: .....

Nominal Code: ..... Ledger Code: .....

### 13.13 Appendix 13 - Process for the dismissal of Foundation Governors (as agreed with the Diocese of East Anglia)



Foundation Governors have the responsibility of assisting the Bishop, by sustaining and developing the Catholic ethos and distinctive Catholic nature of the school in which they serve. They fulfil this role alongside all the other expectations of school governance. A Catholic school is not one which merely follows the secular National Curriculum, with Catholic religious education and liturgical worship bolted on, but rather an institution where Gospel values and the Catholic Faith are at the heart of everything and permeate every facet of its work.

In very rare cases, a governor or governors may fail to carry out their responsibilities in a way that is appropriate to the Foundation. In such cases the following process will be followed.

1. In all cases of dispute or inappropriate behaviour or conduct the Chair of governors will seek to resolve the issue/s.
2. If this action does not resolve the issue/s then assistance is sought from the CEO. (Chair of Directors kept informed)
3. If the conduct continues unresolved then the CEO or Chair of Directors will refer the Matter to the Diocese, along with evidence to date.
4. The Director of Schools will seek a final resolution which may, in some cases, lead to a request that the Bishop should dismiss the Foundation governor/s.
5. If there is a case of inappropriate behaviour or conduct of the Chair of Governors any resolution will be led by the CEO

#### Possible reasons for dismissal of a Foundation Governor

(This list is not exhaustive or listed in order of priority and is largely based on breaches of the Trust Code of Conduct and the Nolan Principles.)

- Any action that is detrimental and/or prejudicial to the interests of Catholic Education in the Diocese or the Trust
- Neglect of duty or failure to discharge the responsibilities of a foundation governor
- Damage to the stability of the school or Trust through inappropriate action or public statement. This includes acting in a way which is undermining of the operational work of the Headteacher. Governors have a strategic role and must not undertake investigations or enquiry with parents or staff.
- Extreme breakdown in relationships; (eg. The Foundation Governor is at odds with all other Governors and cannot work with them or has a personality clash or disrespect for the Headteacher/Chair of Governors which affects his/her conduct as a governor)
- Damage to the credibility of the Church in the parish
- Immoral personal conduct
- Violence on school premises (to persons or property)

The appointment and removal of Foundation Governors is at the absolute discretion of the Diocesan Bishop. His decision is final and there is no right of appeal. Once the process has been followed the Bishop will not engage in any further discussion or correspondence.

## **13.14 Appendix 14 - Definition of a 'Practising Catholic'**

### **Education Key Post requirement -Diocese of East Anglia**

The term 'Practising Catholic' is used by the Catholic Bishops of England and Wales collectively as a requirement for certain key leadership and teaching posts. In these circumstances, the requirement is that a person applying or appointed to one of these key posts will be a 'practising Catholic' in a way that is much more than the simple and common understanding. Key posts referred to, carry a requirement that goes beyond simple membership of the Catholic Church alone or even regular attendance at Mass. Their occupation requires them to participate in a very specific religious way in the mission of the local and universal Catholic Church; they have a duty to collaborate with, and be at the service of, the bishop's mission to govern, teach and sanctify the people of God through the work of education. These religious activities are made provision for in statutory legislation and made explicit in the contracts of employment. Integral to the effectiveness and professionalism of the activities and objectives of these key posts is the exercise of a distinct vocation in the Church.

This demands a fidelity to Christ and the teachings of the Catholic Church. The Church's general obligations for its members require that they strive to live lives of holiness by being faithful to the teaching of the Gospel, by trying to uphold the values proclaimed in the Beatitudes, by assisting in the Church's mission to make Christ known to all peoples, by upholding privately and publicly the Church's moral and social teaching, by endeavouring to follow an informed conscience and by making every effort to keep the precepts of the Church. This is the 'practice' of the Catholic Faith in its widest and all-encompassing sense.

Therefore, for appointment as a member of the governing authority of a Catholic school or to key posts within the school, a 'practising Catholic' is to be defined as someone who has been sacramentally initiated into the Catholic Church and who adheres to those substantive life choices which do not impair them from receiving the sacraments of the Church and which will not be in any way detrimental or prejudicial to the religious ethos and character of the school. Inspired by the Gospel and sustained by God's grace, a 'practising Catholic' will give sincere external expression to their interior faith through specific religious, moral and ethical behaviour which is in accordance with the teaching of Christ and the Catholic Church

This does not mean that a 'practising Catholic' has to be 'perfect'. The process for appointment to key posts within the school is not, nor should it ever be used as, an appraisal of an applicant's spiritual and moral successes or failures. A 'practising Catholic', no Matter how strong their faith in Christ or firm in their commitment to the Church and its teaching, will almost certainly not be a 'perfect' Catholic. Rather, assessment of a person's suitability must be objectively based on the requirement for the office or post to be held by a 'practising Catholic' as defined in the section above. The only evidence to be taken into consideration in that assessment is of the substantive life choices that they are known to have made and adhere to, both in the personal and public forum; and whether or not those choices are compatible with the teaching of the Catholic Church. This will be evidenced by the reference from the priest and through the interview process.

*This is an extract from 'Christ at the Centre' by Bishop Marcus Stock.*

## 13.15 Appendix 15 - Job Description for a Director



### St John the Baptist Catholic MAT Director Job Description

*St John the Baptist Catholic MAT is committed to safeguarding and promoting the welfare of children and young people and requires all Directors to share this commitment.*

***Directors appointed by the Bishop as 'Foundation Directors' must be in a majority of +2 over all other Directors. There are 3 other possible Director categories which may or may not be used. These are Executive Directors, Parent Directors and Co-opted Directors. Executive Directors are appointed by the Directors as senior employees of the Trust, designated as Executive Directors and hold the position of Executive Director for as long as they hold the relevant position e.g. the CEO. Parent Directors are appointed by a process of nomination and subsequent election, with the election process and electorate determined by the Directors. Co-opted Directors may be appointed by those Directors who have not themselves been co-opted. This Job Description applies to all categories of Director, with the additional requirements of Foundation Directors noted.***

#### **Post Title: Director / Trustee**

*In accordance with the legal obligations, Directors endeavour to operate at a strategic level, leaving the Trust Executive Team responsible and accountable for the operational day-to-day running of the Trust.*

#### **Purpose :**

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff;
- Overseeing the financial performance of the organisation and making sure its money is well spent; and
- Securing, Sustaining and Developing the Catholic character and mission of the multi-academy trust (MAT) and the individual academies (schools);

#### **Principles of Public Life**

- To adhere to the Nolan principles of Public life in all aspects.

<b>Reporting to:</b>	St John the Baptist Catholic MAT Members, Bishop of East Anglia, Colleague Directors
<b>Liaising with:</b>	CEO, Executive Team, Local Governing Bodies, Headteachers, Senior Management Teams, teaching/support staff, LAs, Trust and Diocesan representatives, external agencies and parents.
<b>Salary/Grade:</b>	None – Voluntary (apart from Executive Directors)

**Disclosure level            Enhanced.**

All Directors must consent to, and promptly provide all necessary paperwork and proof of identity required to complete an enhanced DBS. Any refusal will result in termination of appointment as Director.

## **The role of the Board of Directors (Trust Board)**

### **Directors' Duties**

As a Trust Board, the Directors' overarching responsibility lies in ensuring that the Trust and schools comply with the legal and canonical duty to ensure that the Catholic character of the St John the Baptist Catholic MAT is preserved and developed and that this duty permeates everything within the Trust.

Foundation Directors are required, as the cornerstone of their role, to ensure this objective is achieved. However **all** Directors (incl Parent Directors, Executive Directors and Co-opted Directors) have a duty to preserve and develop the Catholic character of the Trust in order to fulfil the objects set out in its governing and foundation documents.

The Directors must comply with following duties under Charity Law:

- ensure the charity is carrying out its purposes for the public benefit;
- comply with the charity's governing document and the law;
- act in the charity's best interests;
- manage the charity's resources responsibly;
- act with reasonable care and skill;
- ensure the charity is accountable

The Directors must comply with following duties under Company Law:

- act within their powers;
- promote the success of the company;
- exercise independent judgment;
- exercise reasonable care, skill and diligence;
- avoid conflicts of interest;
- not to accept benefits from third parties; and
- declare any interest in proposed transactions or arrangements.

### **Catholic Expectations of Directors.**

The Catholic Church expects Catholic schools to promote and uphold high standards, including academic standards as an integral part of its educational vision for the holistic formation of children and young people.

Canon 806§2 requires that Catholic schools are "...at least as academically distinguished as that in the other schools of the area" and that Directors should be mindful of this requirement in all that they do.

The Trust Board adheres to the Church's social teaching which is a rich treasury of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Several of the key themes that are at the heart of Catholic social tradition and which should permeate through the TRUST, are 1) life and dignity of the human person 2) call to family, community and participation 3) rights and responsibilities 4) option for the poor and vulnerable 5) the dignity of work and the rights of workers 6) solidarity and 7) care for God's creation.

## **Requirements of all Directors**

### **Directors are required to:**

- Read and be familiar with the Trust Governance Handbook, Scheme of Delegation and Code of Conduct.
- Work as a member of a team;
- Attend meetings of the full Board of Directors and its committees; having fully prepared and read supporting paperwork to enable informed questioning and deliberation
- Attendance, if required, at Trust school events. Engagement with any specific tasks e.g. working parties or single issue task groups or collective acts of worship.
- Attend appropriate Director training; initially Safeguarding/Governance and Financial management. Other training dependent on committee membership.
- Behave in accordance with the Code of Conduct of the Trust and this Job Description;

Ensure that their stewardship and life of the schools manifest and is faithful to, Catholic teaching and Gospel values.

The Board of Directors needs to seek to secure or develop within its membership as a whole expertise and experience in a range of key areas, for example: analysing performance data; in budgeting and driving financial efficiency; in performance management and employment issues; working constructively in committees; chairing meetings; and leading the Board.

## **Reporting arrangements**

There are no formal reporting arrangements for individual Directors. However, in certain circumstances Directors collectively or individually may be asked to report on specific Matters by the Diocesan Education Service, acting as agent of the Bishop and the Members (Trustees).

## **Responsibilities of all Directors**

The responsibilities of all Directors are to:

- Pursue the Object of the Trust, as detailed in the Articles of Association, including the mission of the Trust: *'Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example we bear witness to the greatness of God.'*
- Sustain and Develop the Catholic ethos of the Trust and the individual schools;
- Conduct the Trust and the schools with a view to promoting high standards of educational achievement;
- Set aims and objectives for the improvement of provision and outcomes in the schools;
- Establish policies whereby the aims and objectives will be achieved;
- Set targets for achieving those aims and objectives through the plan for Trust-wide and individual school improvement;



- Ensure there is a Trust and school improvement and development plan (TIDP and SIDP) in place for the Trust and each school to achieve the targets, embed policies, secure the aims and objectives;
- Set and monitor the budget for the Trust and the schools and allocate resources taking into account the aims and objectives;
- Challenge and support each Head to improve the school they lead; with particular focus on pupils who may not be making expected progress and the disadvantaged
- Review progress in implementing the plans;
- Monitor and evaluate the impact of the plans on the quality of provision and pupil outcomes, including the disadvantaged;
- Review the overall effectiveness of the strategy and regularly review the framework for the Trust in light of evidence of progress;
- Account to all stakeholders for the performance of the schools.

### **Additional Responsibilities of Foundation and Executive Directors**

When appointed by the Bishop the key responsibilities of the **Foundation Directors** collectively and individually are to ensure specifically that (working with one or more Executive Directors who they may have appointed to assist with these responsibilities):

- The Trust and each Catholic school is to be conducted in accordance with the Canon Law and teachings of the Catholic Church;
- The Trust and the schools are to be conducted in accordance with its Articles of Association and Scheme of Delegation, and the Funding Agreement signed with the Secretary of State;
- Religious education is to be in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church, based on the Bishop's religious education policy for the diocese;
- Religious worship is to be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church;
- The Trust and schools complies with any diocesan policies or directives from the Bishop;
- Practising Catholics are appointed to the posts of CEO, Deputy CEO, Headteacher (may be variously titled as Executive Headteacher, Headteacher or Head of School), Deputy Headteacher and subject leader for religious education;
- Wherever possible, as a genuine occupational requirement, each school appoints quality Catholic teachers and support staff;
- Each school admits children first and foremost on religious grounds, by giving priority to baptised Catholic children;
- Each school teaches the whole curriculum in the light of the teachings of Christ and the Church and actively promotes the spiritual and moral development of the pupils;
- At all times the Trust and the schools serves as witness to the Catholic faith in Our Lord Jesus Christ.

Foundation Directors require a strong commitment to the mission of the Church, to the service of the bishop, and to the moral purpose of acting in the best interests of the children served by the schools.

#### **Foundation Directors are called to be virtuous.**

*"A virtue is a habitual and firm disposition to do the good. It allows the person not only to perform good acts, but to give the best of himself. The virtuous person tends towards the good with all his sensory and spiritual powers; he pursues the good and chooses it in concrete actions. The goal of a virtuous person is to become like God."* (Catechism of the Catholic Church)

*"True Education enables us to love life and opens us to the fullness of life"*

Pope Francis

## 13.16 Appendix 16 - The Headteacher's Report – Guidance for Headteachers and Governors

### Introduction

Ideally, governors should be involved in determining the kind of information they need to receive to enable the Governing Body to fulfil its responsibilities and to enable governors to provide appropriate support and challenge.

This template provides governors and school leaders with an outline of the key information that should be provided to the Governing Body by the Headteacher. It aligns with the Ofsted Inspection Framework and the Trust's core Aims.

Headteachers' Reports also provide a key source of information for Directors, whereby Headteachers **highlight** (red font) matters for the attention of the Board.

### Key principles

The Headteachers' Report should be a starting point to stimulate discussion, encouraging governors to focus on their strategic roles and promote high standards of educational achievement.

A key focus should be on monitoring and evaluating the information provided in order to assess school effectiveness, particularly around those strategic areas that governors need to reflect upon.

The report should contain evidence of impact wherever possible – this often an area where governors can raise questions – see below.

Performance data should enable governors to judge the progress the school is or is not making in achieving the school's key aims and priorities; to examine trends over time; and to compare the school's performance with other schools.

The report should also have a forward focus anticipating possible challenges and next steps, to enable governors to contribute to, influence or support school improvement activities. This will also enable them to monitor and evaluate more effectively and be best placed to make sound decisions.

The report also provides an opportunity to promote excellent practice and recognise achievements.

The report should help governors keep abreast of Trust, local and national legislation and policy developments.

### Key Questions

In order for the Governing Body to be a 'critical friend', providing both challenge and support to school leaders, Governors should be encouraged to ask questions. Here is a list of suggested general questions that can be applied to a range of situations:

- How do you know that?
- How / why did you come to that decision?
- What other possibilities did you consider?
- Why did you decide on this course of action?
- What can we do to change/ improve the situation?
- What evidence do you have for that?
- What do you expect the outcomes to be?
- What can we do to support this initiative?

- How do we compare to similar schools locally, in the Trust, nationally?
- What measures do you plan to put in place to make a difference?
- How do these results compare to last year?
- How long before you expect these initiative / measures to make a difference?
- How have pupils / parents / staff responded to these new arrangements?
- When / how will you be reviewing this initiative?
- How will you know if it has made a difference / had an impact?
- Have actions made a difference?
- Are we clear what that difference is and how it supports improved performance of the school?
- What is the evidence of improvements in pupils' learning?

Some Headteachers ask for questions to be posted on Governor Hub in advance of the meeting or include prompt questions in their reports to stimulate and encourage debate.

There is further guidance for Governors in the Trust' Governance Handbook and Chair of Governors' Induction Programme, as well as 'Questions for Governors Toolkit'.

**Headteacher's Report to Governors**  
**Xxxx Catholic Primary School**  
**DATE**

**Catholic Life of the School ~ Catholic Life, Worship and RE**

Aim 1. To enhance the distinctive Catholic nature of the schools and the Trust

Intent

Implementation

Impact

Next steps, including matters for Directors

**Quality of Education ~ Curriculum, Teaching, Learning, Assessment and Standards  
(Intent, Implementation & Impact)**

Aim 2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve

Intent

Implementation

Impact

Next steps, including matters for Directors

**Behaviour and Attitudes ~ Learning Attitudes and Attendance**

Aim 2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve

Intent

Implementation

Impact

Next steps, including matters for Directors

**Personal Development ~ Curriculum Enrichment, SMSC, Pupil's Health, Wellbeing and Inclusion**

Aim 2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve

Intent

Implementation

### Impact

### Next steps, including matters for Directors

## **Leadership & Management ~ Safeguarding, Health & Safety, Leadership Development, Governance, Monitoring & Evaluation**

Aim 3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools

### Intent

### Implementation

### Impact

### Next steps, including matters for Directors

## **Community Engagement ~ Local Community, Partnerships, Trust and Other Schools**

Aim 4. To strengthen engagement between our schools and our communities

### Intent

### Implementation

### Impact

### Next steps, including matters for Directors

## **Resources ~ Finance, Premises, Recruitment, Wellbeing, Performance Development and CPD**

Aim 5. To achieve excellence in facilities, staffing, professional development and resourcing

### Intent

### Implementation

### Impact

### Next steps, including matters for Directors

## **Challenges ~ Future Proofing,**

Including matters for the attention of Directors

# St John the Baptist Catholic Multi Academy Trust

**‘Prepare the Way’** The Gospel of St Mark 1:3

## **Strategic Improvement Plan**

### **2022-23**

#### **Our Mission**

Inspired by the life of Christ, we provide an exceptional education in our Catholic schools which enables our children:

- to fully embrace all possibilities
- to flourish
- to develop their faith

and therefore to choose a path that enables them to be a positive influence upon our world.

# Strategic Improvement Plan 2022-23

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## Introduction

St John the Baptist Catholic Multi Academy Trust was founded in 2016 and currently comprises nine primary schools and one high school in Norfolk, Peterborough and Suffolk. Our schools are diverse, welcoming and compassionate faith-based communities, open to all and serving through partnership. Since our creation we have been on a journey of continual growth and improvement. As we grow in size, we gain more capacity and expertise across the Trust, which supports us collectively on our improvement journey.

## Vision

Our values and the distinctive ethos of our Trust of Catholic schools will enable every child and young person to receive the very best education, so that they are empowered to grow, learn and achieve. We will develop high quality leadership, curricula, teaching, learning and support across the Trust and in doing so will strengthen engagement with communities and achieve excellence in every aspect of our schools.

## Improvement Journey

Our growth and developments are underpinned and informed by our Trust values and ethos. These values remain at the heart of everything we do, as we strive for the highest achievements within a culture of ambition, to achieve our vision and aims. We champion the vulnerable and disadvantaged and seek to develop the whole child, equipping each one with the knowledge, skills and attitudes they need for lifelong learning and to actively and positively shape the world around them.

All of our schools have features which make them centres of expertise and excellence in different ways and we work hard to share these practices. We also value our diversity and the unique character and ethos of each school. We support schools in doing what is right for their community, encouraging evidence-informed innovation through autonomy and seeking to align those aspects of school improvement that have the greatest impact in making a positive difference for the young people in our care.

In 2020-21 our focus was on improving the curriculum, implemented by developing a shared understanding of excellent pedagogy across the Trust. We are proud of the way schools supported one another and rose to the challenges of keeping our communities safe and delivering high quality remote learning during the COVID pandemic. This focussed and responsive teaching, once schools reopened, laid solid foundations to build upon in 2021-22. In 2021-22 we increased the number of Professional Learning Networks to support the development of a broad and balanced curriculum. All schools excelled in supporting the increased social and emotional needs of pupils, as well as collaborating in a Trust/VNET Assessment project, working with a national expert to improve our formative assessment practices. We will continue to embed and refine these through our Adaptive Teaching Project in 2022-23.

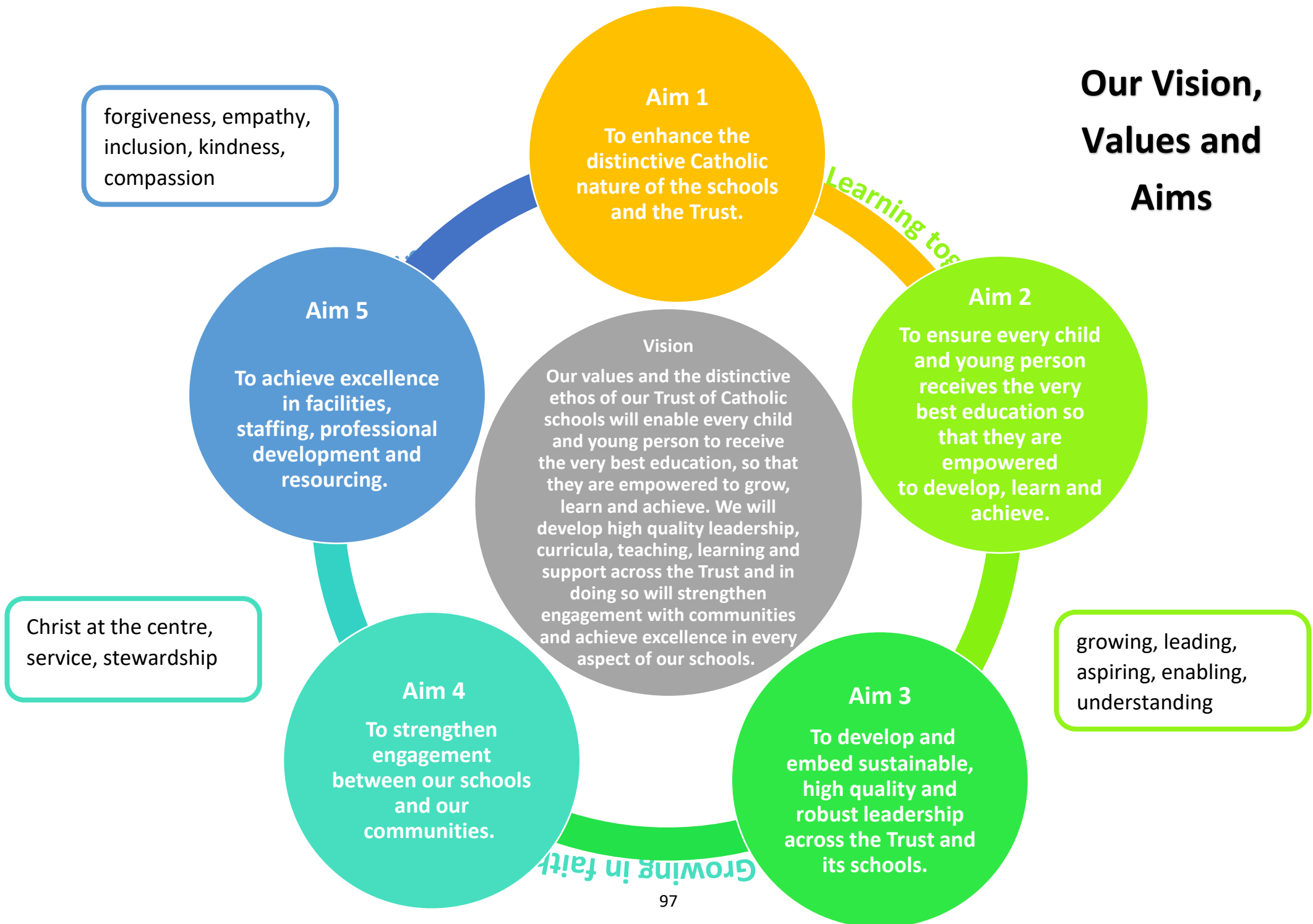
Our Teaching School Hub bid was successful in 2020, and we developed Trust Teaching & Learning, Performance Development and CPD strategies. Implementing these, for example through our Trust CPD Project, is enabling us to deepen our work in developing excellent staff, building capacity and implementing a cohesive Trust-wide approach to high quality teaching and learning in 2021-22, with the expectation of improved outcomes. In 2022-23 we will continue to implement our Trust CPD Model and our People Strategy, so that we can maximise the potential of all staff and grow our own pipeline of talent. We will use the expertise of the Teaching School Hub and

the Research School based within our Trust to support our staff development, using evidence informed approaches to teaching and learning. We will continue to develop collaborative practices that will best enable us to be 'better together' and maximise the benefits from being part of a multi-academy Trust.

This Strategic Improvement Plan outlines how we plan to meet our central Aims and achieve our aspirational Vision.



# Our Vision, Values and Aims



## **To enhance the distinctive Catholic nature of the schools and the Trust**

Our Gospel values and the teachings of the Catholic Church are at the heart of our ethos and underpin everything we do, guiding our decisions and the way we work and learn together.

We achieve high levels of engagement and achievement in RE, ensuring the excellent quality of provision in RE matches and informs other areas of the curriculum, thus celebrating its unique place in the curriculum of a Catholic school.

Children and their families play a central role in the worship and Catholic Life of the schools and the Trust.

1

## **To achieve excellence in facilities, staffing, professional development and resourcing**

We plan and implement effective governance and operational structures that meet the needs of the Trust and create highly effective business support systems so that schools can focus on their own school improvement.

We prioritise the recruitment, development and retention of excellent staff in order to build capacity and implement a cohesive Trust-wide approach to high quality teaching and learning.

We use robust and effective staff appraisal systems and tailored continuing professional development for improving professional practice, based on the identified needs of staff, individual schools and the Trust.

We seek to provide effective support for the mental health and wellbeing of pupils and adults in the Trust, including a commitment to ensuring children feel safe and valued and reducing unnecessary workload for staff.

We oversee, monitor and implement strong financial controls and achieve best value, including making good use of opportunities for efficiencies of scale in purchasing.

We invest our funding wisely to secure high-quality resources and facilities that enable pupils and staff to thrive within highly productive learning environments and achieve excellent outcomes.

We are informed by the spirit of Laudato Si' to encourage all of our staff and young people to become responsible stewards of God's creation.

5

## **What is our collective, non-negotiable ambition within these aims?**

### **To strengthen engagement between our schools and our communities**

Our schools are diverse, dynamic, welcoming and compassionate faith-based communities, open to all.

We establish and grow positive relationships and flourishing partnerships between our schools, parents, parishes and local communities.

Through our collaborative networks and work beyond the Trust we uphold commitment to the common good, nurturing a community of mutual support to benefit all and to drive up standards across the Trust and elsewhere.

We serve through partnerships, reaching out to other schools to explore new approaches, develop best practice and provide support.

4

## **To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve**

There is a culture of ambition, intellectual curiosity and high achievement and sustainable improvement across our Trust, with each school and young person aiming to develop their full potential within a caring and holistic view of education.

We take every opportunity for evidence-informed innovation, drawing upon the very best practice in our schools and elsewhere so that the highest quality of teaching and learning is realised within the unique context of each school.

The Trust provides clear frameworks to help schools shape and develop an inspiring, rich, broad and balanced curriculum underpinned by evidence-informed pedagogy and rooted in our Mission, Visions and Values.

We develop the whole child, equipping each one with the academic outcomes, moral compass, spiritual capital and cultural capital they need to flourish as unique individuals and to shape the world around them as caring, responsible and active global citizens. Our pupils are taught to be learners for life, motivated, resilient and autonomous.

We champion the vulnerable and disadvantaged, breaking down barriers to learning and maintaining a sharp focus on eliminating the gap between vulnerable pupils and others.

We challenge inequality, promote inclusion and foster diversity in our practices, policies and curriculum.

We monitor and evaluate all pupils' learning, promote high aspirations and challenge underachievement.

We ensure there are robust self-evaluation procedures in place in all our schools and across the Trust and welcome external scrutiny.

2

### **To develop and embed sustainable, high quality and robust leadership across the Trust and its schools**

School leaders create ambitious visions for their schools, aligned with the Trust Vision, and drive them forward in order to create exciting, distinctive and high-performing schools.

While we work as one body valuing all contributions, our Directors, Diocese and Local Governing Bodies provide high quality strategic support and challenge for school leaders to enable them to realise their distinctive vision and priorities.

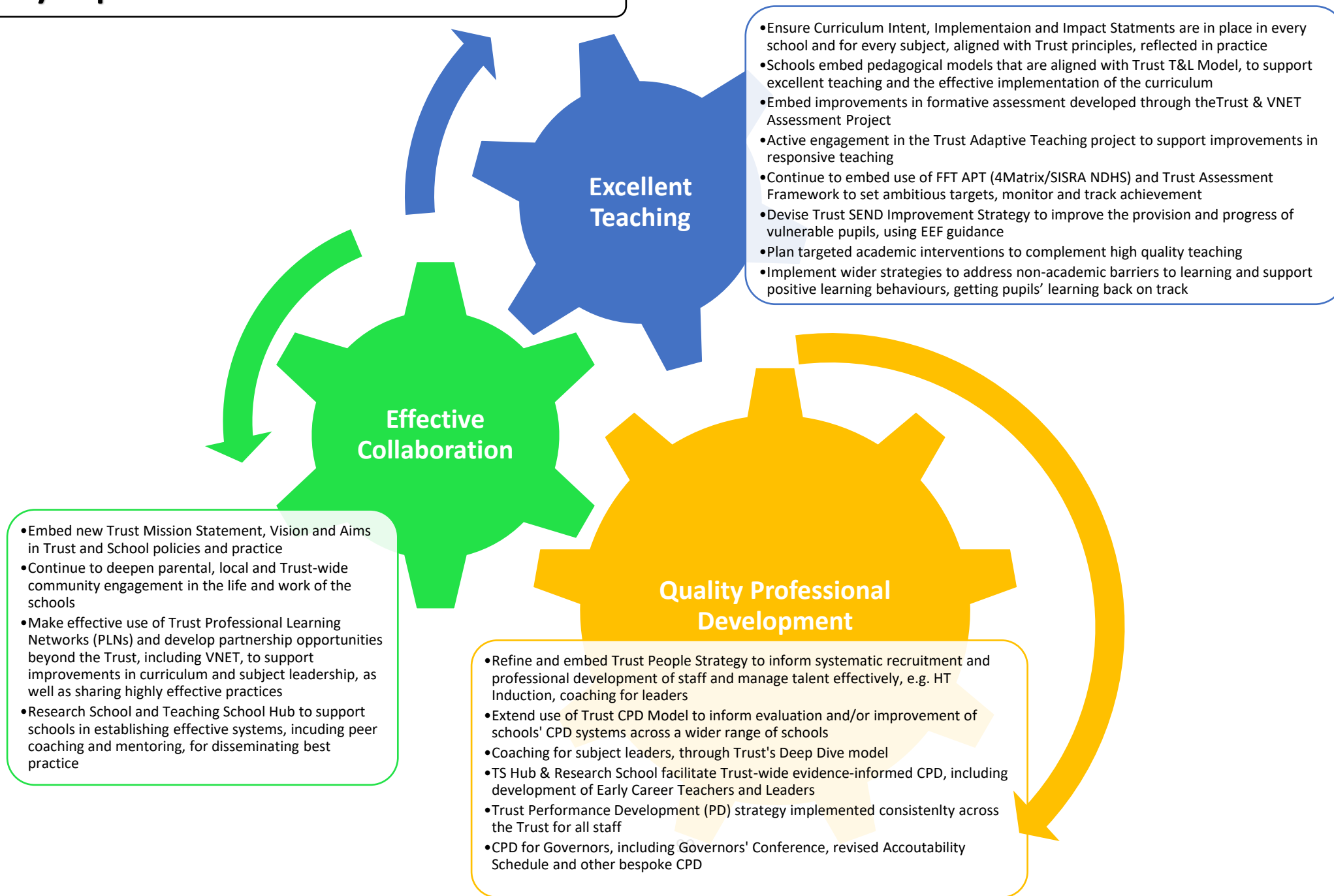
Accountability, quality assurance and, above all, impact is ensured through a clear thread from Local Governing Bodies to the Executive Team and the Board of Directors.

We seek out and replicate excellent practice in leadership, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.

We provide development opportunities for leaders at the different stages of their career so that we can nurture a sustainable leadership model across the Trust.

3

## Key Implementation Priorities for 2022-23



## How will we achieve our aims in 2022-2023?

Key Performance Indicators	Key Implementation Strategies for 2022-23	How will we know if we have been successful?
<b>1. To enhance the distinctive Catholic nature of the schools and the Trust</b>		
Our Gospel values and the teachings of the Catholic Church are at the heart of our ethos and underpin everything we do, guiding our decisions and the way we work and learn together.	<b>Embed new Trust Mission Statement, Vision and Values in Trust and School policies and practice</b>	All stakeholders will have a strong sense of belonging to a wider Catholic community beyond their school (Trust wide). The Trust vision and values will inform and permeate all policies and practices across the Trust.
We achieve high levels of success and achievement in RE, ensuring high quality of provision in RE matches and informs other areas of the curriculum, thus celebrating its unique place in the curriculum of a Catholic school.	<b>Increase participation in termly Trust RE Professional Learning Network (PLNs) and devise and implement a Trust RE action plan, including the implementation of new Curriculum Directory and new RE Curriculum, as appropriate</b>	Section 48/IMVs (or schools' RE SEFs) confirm the high levels of achievement and the quality of provision for Religious Education and of Catholic Life of the schools is at least good.
We support all staff in their roles as educators in Catholic schools and we ensure strong and sustainable Catholic leadership across the Trust.	<b>Include Leading a Catholic School CPD as part of the Trust's Headteacher Induction Programme</b>  <b>Implement CPD for non-Catholic teaching staff Trust wide</b>	Staff at all levels are confident in leading and teaching in Catholic schools
<b>2. To ensure every child and young person receives the very best education so that they are empowered to develop, learn and achieve</b>		
There is a culture of ambition, high achievement and sustainable improvement across our Trust, with each school and young person aiming to develop their full potential within a caring and holistic view of education.	<b>Consolidate improvements in formative assessment and improve quality of responsive teaching across the Trust through collaboration in Trust's Adaptive Teaching Project. (see Trust Adaptive Teaching Implementation Plan) <a href="#">HYPERLINK</a></b>  <b>Develop peer coaching at all levels to support effective implementation of changes in practice.</b>	Consistent and accurate formative assessment practices leading to actionable feedback for pupils and highly responsive teaching, enables pupils to make excellent progress.  Return to expected levels of progress and attainment by end of the year.
We take every opportunity for evidence-informed innovation, drawing upon the very best practice in our schools and elsewhere so that the highest quality of teaching and learning is realised within the unique context of each school.	<b>Each school to refine its pedagogical model, in light of Assessment and Adaptive Teaching projects, and continue to embed in practice.</b>  <b>Active participation in Trust PLNs to support curriculum improvement across the Trust</b>	Every school has a Pedagogical Model in place that aligns with the principles of the Trust T&L Model and EEF guidance, and which supports the effective implementation of the curriculum, empowering and supporting teachers to excel and enabling pupils to know and remember more  All schools participate in PLNs. Collaborative peer support and challenge spreads best practice and supports school improvement.
The Trust provides clear frameworks to help schools shape and develop an inspiring, rich, broad and balanced curriculum, underpinned by evidence-informed pedagogy and rooted in our Mission and Values.  We develop the whole child, equipping each one with the academic outcomes, moral compass and cultural capital they need to flourish as unique individuals and to shape the world around them as caring, responsible and active global citizens. Our pupils are taught to be learners for life, motivated, resilient and autonomous.	<b>All schools to ensure Curriculum Intent, Implementation &amp; Impact Statements are embedded in practice for all subjects, underpinned by clear curriculum drivers and coherent long- and medium-term curriculum plans.</b>  <b>Trust Curriculum PLNs to focus on subject-disciplinary teaching, assessment and transition between key stages and/or phases.</b>	Every school's curriculum is relevant to the school's context, equips children with the cultural capital they need to thrive and aligns with Trust curriculum design principles. Schools' websites reflect the best practice of each school  Leaders at all levels consistently articulate the school's vision for the curriculum.  Coherently sequenced, ambitious and progressive curriculum provision in the Trust so that pupils are well prepared for each stage of their education.
We champion the vulnerable and disadvantaged, breaking down barriers to learning and maintaining a sharp focus on narrowing the gap between vulnerable pupils and others.	<b>Trust SENDCo to devise and lead the effective implementation of a Trust SEND Improvement Strategy, which includes making the most effective use of EEF guidance (see Trust SEND Implementation Plan) <a href="#">HYPERLINK</a></b>  <b>Carefully targeted use of Tutoring resources to close disadvantaged gaps</b>	Clear Trust SEND vision supports effective inclusion and achievement of SEND pupils in all schools  Schools will be supported to improve provision for vulnerable pupils so that they are enabled to make good progress from their starting points.

We monitor and evaluate all pupils' learning, promote high aspirations and challenge underachievement.	<b>Schools to continue to diagnose gaps in learning and plan and implement targeted interventions and strategies to accelerate progress to pre-COVID achievement. Ensure consideration of EEF 2022-23 Planning Guide in this process.</b>  <b>Continue to embed use of FFT APT (4Matrix/SISRA NDHS) and the Trust Assessment Framework to set ambitious targets, monitor and track achievement</b>	Responsive and targeted interventions compliment high quality classroom teaching and wider strategies address non-academic barriers to learning  Ambitious targets are for all pupils are met.  Effective sharing / analysis of data demonstrates improvements, as well as informing sharing of effective practice across the Trust, targeted support and CPD.
We ensure there are robust self-evaluation procedures in place in all our schools and welcome external scrutiny.	<b>Schools utilise Trust guidance and toolkits to capture accurate self-evaluation, based on a range of robust, impact-led QA processes</b>  Peer to peer and external review of Trust QA systems	Trust and external scrutiny affirm the accuracy and effectiveness of Trust and schools' QA in supporting school improvement through tailored PD and CPD plans
<b>3. To develop and embed sustainable, high quality and robust leadership across the Trust and its schools</b>		
We seek out and replicate excellent practice in leadership, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.	<b>Embed effective collaborative practice at all levels, including networks, peer reviews and coaching, to broaden knowledge of strengths and development needs across the Trust</b> <b>Improve subject leadership.</b>	All leadership groups within the Trust will have a deep and accurate working understanding of the strengths and development needs across the schools, maximising the impact of strategic improvement work.
We provide development opportunities for leaders at the different stages of their career so that we can nurture a sustainable leadership model across the Trust.	<b>Implement Trust People Strategy, including: Headteacher Induction programme; coaching for leaders; signposting opportunities to develop as leaders - e.g. facilitation of Trust or TS Hub CPD programmes, mentoring ECTs, participation in NPQs, leading Trust PLNs, subject leader coaching, peer reviews</b>	Leaders at all levels are being well developed, supported and challenged so that they are empowered to support improvements across the Trust and develop themselves professionally.
Accountability, quality assurance and, above all, impact is ensured through a clear thread from Local Governing Bodies to the Executive Team and the Board of Directors.	<b>Training and support for Governors, including Trust Governors' Conference, revised Accountability Schedule and other bespoke CPD</b>	Local Governing Bodies are able to provide high quality strategic support and challenge for school leaders to enable them to realise their distinctive vision and priorities.
<b>4. To strengthen engagement between our schools and our communities</b>		
We establish and grow positive relationships and flourishing partnerships between our schools, parents, parishes and local communities.	<b>Continue to re-establish and deepen parental, local and Trust-wide community engagement in the life and work of the schools</b>	All members of our Trust communities will feel valued and respected within their school and as part of a bigger Trust organisation. A culture of mutual support and desire to protect the common good with run as a golden thread throughout all aspects of the life and work of the schools and the Trust.
Through our collaborative networks and work beyond the Trust we uphold commitment to the common good, nurturing a community of mutual support to benefit all and to drive up standards across the Trust and elsewhere.  We serve through partnerships, reaching out to other schools to explore new approaches, develop best practice and provide support.	<b>Continue to develop effective working partnership across all Trust schools, e.g. improve levels of engagement in Trust PLNS, Trust Moderation and hub networks,</b>  <b>Develop other partnerships and engagement work, via the Teaching School Hub, the Research School, leadership networks, LAs, Diocese and work with other Trusts</b>	Deeper levels of engagement and collaborative convergence around very best practice within and outside the Trust
<b>5. To achieve excellence in facilities, staffing, professional development and resourcing</b>		
We prioritise the recruitment, development and retention of excellent staff in order to build capacity and implement a cohesive Trust-wide approach to high quality teaching and learning.  We use robust and effective staff appraisal systems and tailored continuing professional development for improving	<b>Extend use of Trust CPD Model to inform evaluation and/or improvement of schools' CPD systems across a wider range of schools (see Trust CPD Implementation Plan) <a href="#">HYPERLINK</a></b>	All schools will have a CPD model and approach, that align with the Trust model and evidence-informed principles  Effective recruitment and development of staff builds capacity and supports a cohesive approach to Trust-wide improvement, leading to greater consistency of excellent practice.

professional practice, based on the identified needs of staff, individual schools and the Trust.	<b>Continue to implement robust Trust Performance Development and coherent CPD strategies, at Trust and school level, as part of coherent People Strategy, that directly support the aims of the TIDP</b>	
We seek to provide effective support for the mental health and wellbeing of pupils and adults in the Trust, including a commitment to ensuring children feel safe and valued and reducing unnecessary workload for staff.	<b>Schools to develop Staff Charters, aligned to Trust and TS Hub Staff Charter</b>  <b>Schools to continue to prioritise the well-being of pupils and staff.</b>  <b>Trust to support Leadership Wellbeing via commissioning of bespoke support programme</b>	<p>Every school has their own Staff Charter, prioritising the effective development of staff as well as considering workload and well-being issues</p> <p>Wider strategies address non-academic barriers to learning and support positive learning behaviours, getting pupils' learning back on track</p> <p>Schools achieve recognition or validation for high-quality wellbeing strategies for staff and pupils, e.g. staff feedback; accreditation; positive Ofsted report</p>