

Governance Framework and Handbook

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V4	Sept 2022	D Temperton	Updated Scheme of Delegation
V5	Sept 2023	H Harrison J Harris	Updated Scheme of Delegation Updated Chair of Trustees Welcome Added The Rose Learning Trust Safeguarding Role Added The Rose Learning Trust SEND Role Updated Code of Conduct in line with NGA document



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1. Introduction

The purpose of this Handbook is to outline our governance structure and the key roles and responsibilities at all levels of governance. It should act as both a reference point for existing governors and as an induction into the roles and expectations of those new to being a trustee or a member of a Local Governing Body (LGB) within The Rose Learning Trust.

It should be read in conjunction with the following documents:

- Articles of Association
- Scheme of Delegation
- Annual Schedule of Meetings
- Code of Conduct for all Members, Trustees and Local Governing Boards
- Induction and Welcome for Members
- Induction and Welcome for Trustees
- Induction and Welcome for Governors
- Member/Trustee/Governor Allowances Policy
- Members/Trustee/Governor Vials Policy
- Information about The Rose Learning Trust and its governance structures
- Your role within a Local Governing Body within the trust
- Procedures and protocols, you should be aware of
- Information on the range of support and training available to you in undertaking your important voluntary role
- Signposts to where to find out more information
- A glossary of terms and acronyms often used in LGB meetings

The website for your school contains a great deal of information which you may also like to refer to:

- | | |
|---------------------------------|--|
| • Balby Central Primary Academy | www.central.doncaster.sch.uk |
| • Crowle Primary Academy | www.crowleprimaryschool.com |
| • Hatchell Wood Primary Academy | www.hatchellwood.com |
| • Lakeside Primary Academy | www.lakesidedoncaster.com |
| • Owston Park Primary Academy | www.owston.doncaster.sch.uk |
| • Richmond Hill Primary Academy | www.richmond.doncaster.sch.uk |
| • Woodfield Primary School | www.woodfieldprimaryschool.co.uk |
| • Town Field Primary School | www.townfield.doncaster.sch.uk |
| • Scawsby Junior Academy | www.saltersgatejunior.co.uk |



2. Welcome Message

Welcome to The Rose Learning Multi-Academy Trust. We are a dynamic, aspirational trust, passionate about creating environments in which whole school communities can thrive. We are committed in delivering the best education possible for all our young people and supporting educators in their mission.

The structure of our family of schools is built to promote connection. We work together towards common goals, knowing that collaborative expertise is a cornerstone of sustainable improvement and high standards.

We believe in excellent teaching, and our teachers benefit from supported career pathways and structured knowledge and skills sharing between schools. Working together, we share best practice which seeks to improve teaching, learning and leadership at all levels.

The information provided on our website sets out the fundamental principles and governance arrangements for The Rose Learning Trust.

Peter Steadman
Chair of Trustees

3. The Rose Learning Trust

We are a trust founded on a shared belief that the best interests of pupils should be at the heart of the future of our schools. Our trust was founded by the Head Teachers and Governors of two schools who shared this belief and wanted to take the necessary steps to ensure that this was at the forefront of our educational futures.

We believe that all pupils should have the opportunity to achieve their full potential. Our focus is ensuring that all our pupils have the best tools and support to learn and grow in a safe, enjoyable environment. We acknowledge that results are not the full picture. If pupils do not enjoy school or do not gain the life skills to make the most of their qualifications, success might evade them. We aim to provide an environment in which pupils can develop wholly, not just academically.

We seek to support and challenge each other to improve the outcomes and life chances of all the pupils across the communities of the trust, whilst respecting the aspects of practice that are distinctive to our individual communities.

Our motivation is sustainable, mutually accountable collaboration and school improvement, focusing predominantly on how this will raise standards of teaching and learning for our pupils. With effective collaboration, good practice, and the sharing of resources, we aim to broaden the future opportunities of both our pupils and staff.



Our aim is not only to grow our Multi Academy Trust (MAT) successfully but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities for our trust that can be invested back into the people who will secure our future: pupils and staff.

3.1 What we offer (read alongside the Rose Learning Trust Developing Excellence Plan)

- A trust which recognises each of its academies as unique establishments, which serve the needs of their individual communities
- Support from high performing strategic partnerships of the trust
- An enhanced professional development offer
- Increasing economies of scale, shared resources, recruitment, retention, and meaningful collaboration which enables schools to focus as much budget as possible on the pupils
- Enhanced opportunities for CPD, allowing us to keep the best of our people within the trust
- Services of a Chief Financial Officer, assuring the financial health and probity of the trust and its individual academies.
- Potential for contributing to school development services offers

3.2 Our Vision and Mission

Our Vision – Transforming futures collaboratively

Our Mission – Expecting more than others think possible

- The Rose Learning Trust, a local solution where leaders hold each other to account for the collective performance of the trust
- A trust in which schools seek to support and productively challenge each other to improve outcomes and life chances for all of its pupils in all of its communities
- A trust which shapes the educational future rather than being shaped by events

3.3 Governance structure of the Rose Learning Trust

The Rose Learning Trust is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff.

School governance regulations and the DfE's Governance Handbook identify 3 core functions for governing boards:

- 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 performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

Governance within the trust operates at 3 levels:

- Trust Members – the guardians of the constitution



- Trust Board – the Trustees
- Local Governing Bodies – the governors

A central team of staff consisting of the Chief Executive Officer (CEO), the Deputy Chief Executive Officer (DCEO), Chief Finance Officer (CFO) and the Chief Projects Officer (CPO) support effective governance at all levels.

3.3.1 Members

Members of the trust have an important role to play in overseeing and holding the trust Board to account for the governance arrangements of the trust.

The Members appoint trustees to ensure the trust’s charitable object is carried out and can remove trustees if they fail to fulfil this responsibility.

The trust Board submits an annual report on the performance of the trust to the Members. Members are also responsible for approving any amendments made to the trust’s Articles of Association. Members are in effect the ‘guardians’ of the governance of the trust.



3.3.2 The Trust Board

The trust Board has strategic oversight and ultimate responsibility for all management decisions within the trust academies. As with all governance boards in state-funded schools in England, the Board has three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of all schools and their pupils within the trust, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the trust and making sure its money is well spent.

In practice, this means that it is responsible for setting the trust’s overarching policies, adopting the trust’s Developing Excellence Plan and budget plan, monitoring performance against these plans and making major decisions about the direction of the trust, including its curriculum, and the achievement and welfare of students and staffing. In addition, the trust board has responsibility for the following:

- Set the central services retainer
- Compliance with the provisions of the Funding Agreements
- Compliance with the Academy Trust Handbook including, but without limitation, determination of procurement policies for the trust
- Annual approval of the trust budget including those of each academy



- Is the legal employer of all staff, responsibility for human resource policies and procedures and terms of conditions of service
- Appointment of the internal auditor for the trust
- The appointment, job description, appraisal, remuneration and dismissal of the CEO
- Compliance with all statutory regulations and Acts of Parliament governing the operation of the trust
- Determination of the admissions policy and arrangements for the trust in accordance with admissions law and Department for Education’s (DfE) codes of practice
- Any other matter not covered above but set out in the Matrix or any other change in law or policy which places extra responsibility or authority on the trust

Further details of the current membership of the trust board can be found at the following weblink:

<https://www.roselearning.co.uk/page/governance>

The trust board is the legally accountable body for all decisions taken in the trust however, the Board does not need to take all decisions; it believes that, where possible, governance should be as close as possible to the point of impact of decision making, therefore it has delegated a range of decisions to:

- The CEO and other executive leaders within the central team
- Local Governing Bodies of individual academies
- Head Teachers of individual academies

These delegated decision-making powers are recorded in its written Scheme of Delegation which provides clarity as to who the decision makers are for different levels of decisions. See Appendix 1.

The trust board reviews and amends the Scheme of Delegation on an annual basis.

3.3.3 The CEO and the Central Team

The CEO and the Deputy CEO are responsible for school improvement across the trust, producing the trust’s Developing Excellence Plan and formulating policies and appropriate targets to achieve the trust’s vision, aims and objectives. The CEO is also the Accounting Officer, linking the accountability and governance structures of the trust. The CEO is responsible for making day-to-day decisions in the running of the trust’s central team.

In addition to the CEO and DCEO, the Senior Leadership Team at central trust level also comprises the Head Teachers and their leadership team of each school, the Chief Finance Officer, and the Chief Projects Officer. The team is responsible for implementing the Developing Excellence Plan across the central functions of the trust and at individual school level.

The Senior Leadership Team at individual school level comprises of the Head Teacher, Deputy Head Teacher(s) and School Business Managers who are responsible for the implementation of the Delivering Excellence Plan and will lead each school towards their agreed targets.

Further details of the current membership of the Central Team can be found at the following weblink:

The Rose Learning Trust: Our Staff



3.3.4 Local Governing Bodies

The Local Governing Bodies of The Rose Learning Trust academies vary in number but have a minimum of 6 members and a maximum of 8, plus the Head Teacher. All governors are appointed for a four-year term of office and may be re-appointed for a further term of office upon the expiry of their current term. We have taken a skills-based approach to getting the right governors for each academy. Our approach aims to increase the effectiveness of the local governing body ensuring that it sets the vision and direction for the future and holds the academy to account for its standards and conduct.

The membership of all RLT governing bodies include: -

- The Head Teacher
- Two elected parent members
- One elected Staff Member
- Such other members as the trust decides

The current membership of each LGB can be found on the website of each respective academy. Trustees and central team staff reserve the right to attend any LGB meeting.

The role of each LGB is to exercise leadership on behalf of the trust in the running of each individual academy, to provide information to the trust on the operation and performance of the academy and to exercise its responsibilities and powers in partnership with the Head Teacher, staff and the trustees.

The Head Teacher at each academy has delegated responsibility, within the trust's written Scheme of Delegation, for the strategic direction and day-to-day leadership and management of the academy.

The specific duties that have been delegated to the Head Teacher and LGBs are detailed in the written Scheme of Delegation. In summary, the Head Teacher and LGB have the following specific duties:

- Supporting the central team and trust board in holding the Head Teacher to account for the educational performance of the academy
- Holding the Head Teacher and academy senior leadership team to account for the performance management of staff (with the exception of the Head Teacher)
- Monitoring progress towards targets and the effectiveness of the academy Developing Excellence Plan
- Implementation of actions required to comply with statutory regulations and the Funding Agreements
- Implementation of the policies agreed by the trust board with regard to pupil admission and to the educational vision of the academy
- Oversight of the academy's day to day activities
- Monitoring the budget/finance and resources
- Monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the academy
- Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Chief Finance Officer



- Assisting the trust board in complying with the provisions of the Funding Agreement where requested from time to time
- Maintenance of the academy estate in accordance with the guidelines established by the trust
- Implementation of the trust’s procurement policies insofar as they impact on the academy
- Managing the academy’s cash flow and monitoring expenditure by the academy in accordance with policies determined by the trust board
- Notifying the trust of any significant changes to fixed assets used by the academy
- Monitoring safeguarding and responding to trust recommendations
- Monitoring the Data Dashboard and implementing any plans/recommendations

3.3.5 Committees of the Local Governing Body

To enable the LGB to fulfil its delegated responsibility for academy’s finances, each LGB is required to establish an Audit and Risk committee which will meet at least twice per year; in May to ratify the Budget Forecast Return: Outturn (BFRO), and in July to approve the annual budget for the following academic year.

3.4 The relationship between the Trust Board and Local Governing Bodies

The relationship between the trust board, central team, local governing bodies, and Head Teachers is a partnership to realise our common vision and a common purpose. The chairs of all LGBs are invited to a termly meeting with the CEO and central team to support partnership working.

All LGBs are committees of the trust board and have no powers in their own right. The LGB will report to the Board on decisions and will also provide advice and make recommendations to the board on a range of issues.

The trust board will evaluate the effectiveness of all LGBs and may, if appropriate, stand down an LGB or de-delegate certain functions and appoint an Interim Advisory Board (IAB) in one or more of the following circumstances:

- Identification of weak governance or poor financial management
- In response to the outcome of an annual review of governance or Ofsted inspection
- In response to the outcome of an Ofsted inspection where there is a rating decline, or an academy moves into a category of inadequate
- A sudden or unexpected dip in the academy’s mid-term performance
- Any identified safeguarding concern within the academy



4. Meetings of the Local Governing Body

Meetings of the Local Governing Body (LGB) should be purposeful, effective and make efficient use of the time that volunteer governors generously give to support the academy.

The LGB should meet at least once per term, in accordance with the annual meeting schedule agreed at the beginning of each academic year. Additional meetings may be called as and when necessary, at the request of the chair, or by the trust board, where appropriate.

The agenda and supporting papers for each meeting are prepared and circulated in advance to give you time to read them and prepare any points of clarification or questions you might wish to raise. The Governance Professional to the LGB aims to ensure that the agenda and papers are distributed to you at least 7 clear days in advance of the meeting. School staff will upload documents onto the GovernorHub portal.

Along with standard items for each meeting there should be:

- Reports from governors undertaking specific designated roles, if appropriate
- A report from the chair on any actions taken since the previous meeting
- The Head Teacher's report. This will generally be the main agenda item and should embrace the key issues that governors will need to assess the progress the academy is making. As a minimum this should include updates on the curriculum and pupil progress and achievement, including attendance and exclusions
- Additional items for inclusion on the agenda. Generally, should any local governor wish for a specific issue to be included on the agenda of an LGB meeting, you should submit this to the chair in good time before the meeting to enable this item to be included on the agenda
- Any other urgent business. In exceptional circumstances, items of urgent business can be raised for consideration at the meeting. It is at the chair's discretion whether items of urgent business are accepted for inclusion on the agenda

Governors are respectfully reminded to:

- Read any papers circulated before a meeting
- Attend meetings and arrive on time
- Send apologies to the Governance Professional before the meeting if you cannot attend
- Contribute to discussions where relevant
- Avoid anecdotal distractions
- After debate, accept the majority view of the LGB
- Respect the confidentiality of issues raised

On the assumption that pre-reading has taken place, the chair will take questions and points of clarification on each of the papers presented. LGB meetings should last no longer than approximately 2 hours.



5. Expectations of the Role

5.1 What Governors and Head Teachers should expect of each other.

Support and Challenge

The LGB is expected to both support and challenge the leadership of the academy to ensure that the agreed vision and priorities for improvement are delivered. Governors need to be aware of the progress the academy is making through regular review and discussions. This needs to be supported by regular, rigorous data. It also needs to be set into the context of each cohort and of cohorts over time. Governors need to be aware of the challenges which the leadership is facing and the measures being taken to meet these challenges.

Support

The governors need to publicly support the actions agreed at LGB meetings, especially when these might prove difficult or unpopular. The chair of governors has a role to play in the performance management of the Head Teacher and in supporting the leadership of the academy in delivering effective performance management for all members of staff. The Head Teacher needs the support of the LGB to ensure high quality teaching and learning throughout the academy and must be able to rely on this if difficult decisions need to be made.

The LGB also has responsibilities for the wellbeing of the Head Teacher and should actively promote a sensible work-life balance for the Head Teacher and throughout the academy. The relationship between the LGB and the Head Teacher should be a positive one.

Challenge

The LGB should provide the leadership of the academy with constructive challenge in the best interests of all pupils on roll at the academy. The Ofsted framework expects governance to be effective by offering appropriate challenge, asking questions, and seeking improved outcomes for all pupils on roll.

5.2 Role of the Chair and Vice Chair

The chair and vice chair of the LGB are elected annually by the members of the LGB. In the absence of the chair, the vice chair will lead the meetings of the LGB and take 'chairs action' if necessary. At a meeting where neither the chair nor the vice chair is present, the LGB will elect a chair from those present for the duration of the meeting.

The chair of the LGB is responsible for the efficient running of LGB meetings. S/he will liaise with the Governance Professional to the LGB to ensure that agendas and associated papers are prepared in good time and circulated in advance of the meeting. It is the expectation that governors will have read the papers before the meeting to contribute to the effective and efficient governance of the academy. Ideally no meeting of the LGB should last longer than 2 hours and it is the chair's role to ensure proper discussion and participation within this timescale.



The chair will be expected to meet regularly with the Head Teacher and establish a professional working relationship with the Head Teacher and the senior leadership team of the academy.

The vice chair will substitute for the chair in her/his absence and should follow the guidance set out above. Where the absence of the chair is known in good time, it is good practice for the chair and vice chair to liaise in some detail to ensure that the vice chair is properly prepared for the meeting.

5.3 Role of the Governance Professional to the LGB

This is a crucial role for the smooth running of the LGB. The trust board has engaged the services of AMF (UK) Ltd to provide Governance Professional services for both the trust board and its LGBs. LGB meeting agendas are agreed centrally by the trust, with flexibility for each LGB to add academy-specific items. The school calls the meeting and the academy uploads papers for LGB meetings onto GovernorHub. The governance professional is responsible for the efficient preparation of the minutes of LGB meetings and their circulation.

The governance professional also has a significant role in administration between meetings and maintains appropriate records, including a Register of Interests for all governors, details of attendance, apologies, and absence from meetings to enable the chair to monitor the commitment of each local governor.

5.4 Governors taking on designated governance roles

Individual governors are encouraged to take oversight for a key aspect of the life of the academy on behalf of the LGB. Each LGB will have flexibility in determining which roles these might be, in line with their specific priorities. However, each LGB **must** appoint a **designated safeguarding governor** to take leadership responsibility for their school's safeguarding arrangements. Each LGB **must** also appoint a **designated SEND governor** with specific oversight of the school's arrangements for SEN and disability.

The descriptions for each of these roles can be found at Appendix 2 and Appendix 3.

Additionally, LGBs should also have a LAC and previously LAC link governor who is responsible for holding the school to account in how it supports LAC and previously LAC and their level of progress.

To fulfil these roles effectively, you are encouraged to visit the academy during the day to enable you to develop a better understanding of the academy beyond what is gained by attending LGB meetings.

Governors do not have an automatic right to enter the academy whenever they wish and should arrange their visits in advance with the Head Teacher/relevant link staff member, as appropriate. LGB members are asked to report on their visits at LGB meetings using the relevant reporting template. Any visits undertaken should follow the 'Local Governor Visits Protocol' at Appendix 4.



5.5 Governors Commitment and Conduct

The trust board recognises that membership of an LGB is voluntary however, for an LGB to function efficiently and effectively, there are certain expectations of LGB members in order to achieve this. The trust board has adopted a 'Code of Conduct for Governors' which sets out the expectations of and commitment required from governors, with which all LGB members are expected to comply. A copy of the Code of Conduct can be found at Appendix 5.

5.6 Support and Training for Governors

The Chief Project Officer together with the Trust Governor and Compliance Officer, have a trust-wide remit for supporting and developing effective governance as part of this trust-wide remit, governors have access to the following sources of support/training:

- Membership of the National Governance Association (NGA)

Governors are encouraged to access governance training offered by:

- Learners First Schools Partnership <http://www.learnersfirst.net/>
- The National College <https://nationalcollege.com>

Governance training is also offered by:

- Doncaster Governor Services <http://buy.doncaster.gov.uk/Training>
- North Lincolnshire School Governor Services <https://www.northlincs.gov.uk/schools-libraries-and-learning/school-governors/school-governor-support-services/>

A glossary of terms and acronyms which might be used in LGB meetings can be found at Appendix 6.

5.7 Useful Weblinks

Government Websites:

Department for Education <https://www.gov.uk/government/organisations/department-for-education>
DfE Academy trusts Governance <https://www.gov.uk/government/collections/academy-trusts-governance>

Find and compare schools in England <https://www.gov.uk/school-performance-tables>

Schools Financial Benchmarking <https://schools-financial-benchmarking.service.gov.uk>

Keeping Children Safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Workload Reduction Toolkit <https://www.gov.uk/government/collections/reducing-school-workload>

Get information about schools <https://get-information-schools.service.gov.uk/>

Education and Skills Funding Agency <https://www.gov.uk/government/organisations/education-and-skills-funding-agency>



Ofsted <https://www.gov.uk/government/organisations/ofsted>
Ofsted Parent View <https://parentview.ofsted.gov.uk/>

Other Interesting Websites:

Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/>
Fischer Family Trust (FFT) <https://fft.org.uk/>
National Governance Association (NGA) <https://www.nga.org.uk/Home.aspx>
Safeguarding in school www.safeguardingschools.co.uk

6. The Local Governing Body and Ofsted

During an inspection of any school, Ofsted inspectors will always seek to meet those responsible for governance during the inspection. In a Multi-Academy Trust, the board of trustees is the governance body, however as the trust has delegated specific functions to the LGB, we would expect that Ofsted inspectors would wish to meet representatives from both the trust board and the LGB.

The quality and impact of governance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain, if appropriate, a separate paragraph that addresses the governance of the academy. In determining their judgement, Ofsted will consider whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the academy. It is therefore important that members of the LGB have clarity on the roles the board plays in partnership with the trust board, the central team and the Head Teacher.



Scheme Of Delegation

2023 - 2024



Vision

Mission: Expecting more than others think possible



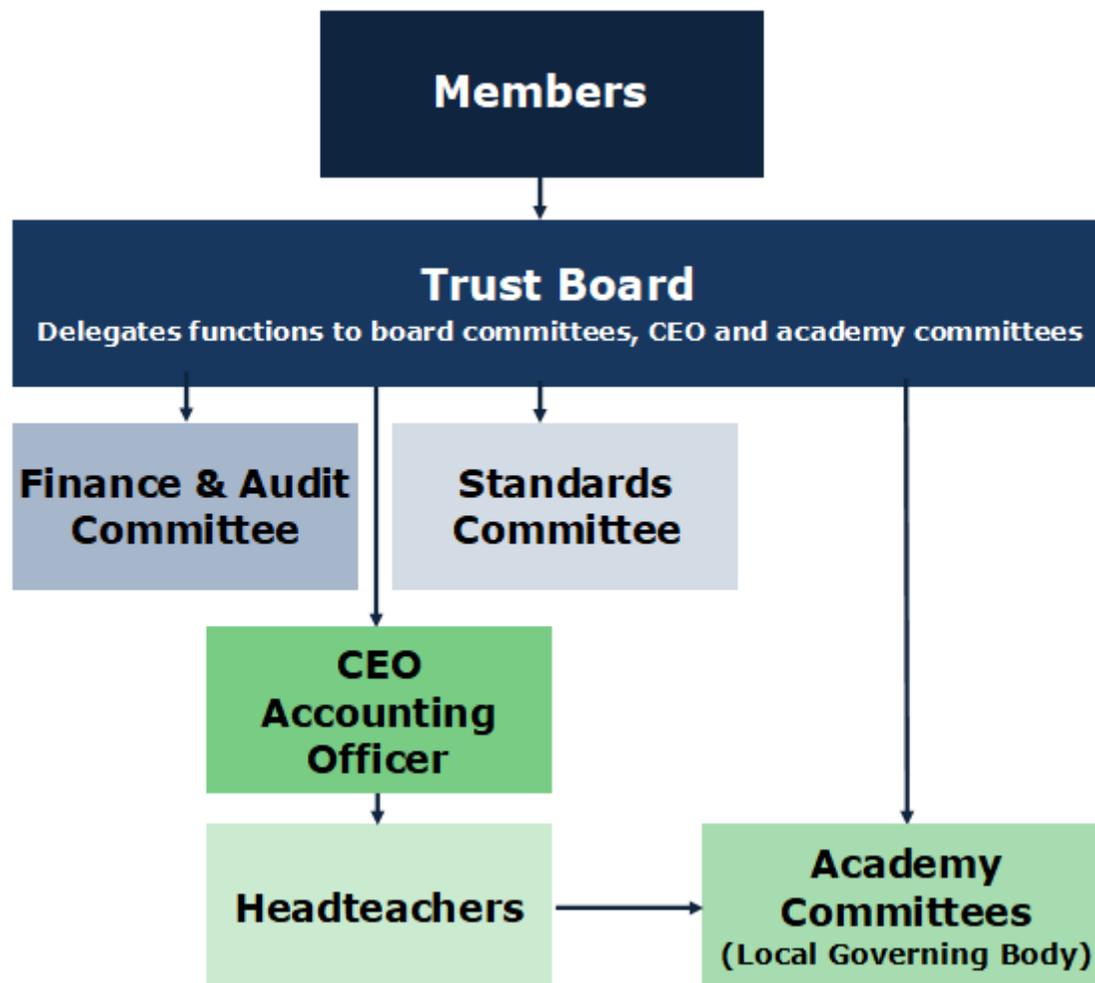
**Transforming
futures
collaboratively**

The Rose Learning Trust, a local solution where leaders hold each other to account for the collective performance of the trust

A trust in which schools seek to support and productively challenge each other to improve outcomes and life chances for all of its children in all its communities

A trust which shapes the educational future rather than being shaped by events

Governance structure and lines of accountability



The board of trustees is responsible for three core governance functions

The board of trustees appoint the Chief Executive Officer (CEO), to whom it delegates:

- Ensure clarity of vision, ethos, and strategic direction.
- Hold the executive to account for the educational performance of the trust's schools and their pupils, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

The board constitutes committees for finance, audit and risk and education standards; these look in detail at resources and progress and attainment across the trust. As board committees, at least three trustees must sit on each.

The board delegates some of its school level monitoring and scrutinising functions to Local Governing Bodies (LGBs) and uses these committees to promote stakeholder engagement and as a point of consultation and representation. Trustees do not sit on LGBs, and so lines of communication to the board of trustees must be clearly established. It is usual for the CEO to seek input from the chair of the LGB when undertaking the headteacher's performance management.

As the headteacher is being line managed by the CEO, the LGB no longer carries out the governance function of holding the headteacher to account. However, they must be confident that the trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns.

Roles and Responsibilities

The role of the members

The members of the trust are guardians of the governance of the trust and as such have a different status to trustees. Originally, they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (the legal document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust's articles of association.

The role of the trustees

The trust is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. The trust uses the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor trustees.

The trustees are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

- Ensure clarity of vision, ethos, and strategic direction.
- Hold the executive to account for the educational performance of the trust's schools and their pupils, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

The board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of the trust board committees

The trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The Academy Trust Handbook makes it clear that the board of trustees 'must appoint an audit and risk committee (either a dedicated committee or combined with another committee) to advise on the adequacy of the trust's controls and risks'.

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust's academies and so the CEO performance manages the academy head teachers.

The CEO is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste, and securing value for money.

The CEO leads the executive management team of the academy trust. The CEO will delegate executive management functions to the executive management team and is accountable to the trust board for the performance of the executive management team.

The Role of the Local Governing Bodies (LGB)

The trustees establish LGBs to carry out some of its school level governance functions.

Delegated functions include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is working within agreed policies and is meeting the agreed targets
- Managing its finances well
- Engaging with stakeholders
- Being a point of consultation and representation; reporting to the board

As the LGB is a committee of the board, delegation can be removed at any time.

The Role of the Academy Headteacher

The academy headteacher is responsible for the day-to-day management of the academy and is managed by the CEO. The headteacher reports to the LGB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes.

Key

R	Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
A	Accountable	Ultimately answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision in the majority of cases.
C	Consulted	Needs to be actively involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge in the subject.
I	Informed	Those to be kept up-to-date on progress. Communication is one-way, and may be updated only when the decision has been taken or the task completed.
References to the CEO include members of the central team to whom the CEO will delegate		

1. Strategy and Leadership		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
1.1	Setting (and reviewing) the Trust’s vision and strategic plans, agreeing key priorities against which progress can be monitored		A			R	C	C
1.2	Setting (and reviewing) each academy’s vision and strategic plans (aligning with those of the Trust), agreeing key priorities against which progress can be measured					C	A	R

2. Education		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
2.1	Educational performance of Academies				I	A	R	R
2.2	Educational performance of the Trust		A		C	R		
2.3	Approval of Developing Excellence Plans and SEFs					C	A	R
2.4	Development of curriculum and assessment, with reference to statutory requirements				I	C	C	A
2.5	Determining and changing school hours and term dates					A	C	R
2.6	Determining and changing the start and finish of the school day					C	A	R
2.7	Determine internal categorisation of individual academy					A		C

3. Safeguarding and SEND		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
3.1	To develop, implement and review Safeguarding Policies and arrangements		A		C	R	R	R
3.2	Compliance with SEND Code of Practice (Children’s & Families Act)		A		C	R	R	R
3.3	Suspension and exclusion of pupils – CEO must be informed of proposed permanent exclusions					C	C	A

4. Parents, Community and Stakeholder Engagement		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
4.1	Responsibility for delivery of the Academy’s Admissions Policy		A			C	C	R
4.2	Maintaining effective engagement and communications with parents, the wider community and local partnerships						A	R
4.3	Manage relations with Local Authority:							
	Academy operations						R	A
	Strategic relations					A	I	C
4.4	Manage relations with RSCs, ESFA & DfE		A			R		
4.5	Manage relations with media:							
	Routine Academy matters							A
	Significant Academy matters / Trust matters					A		C
4.6	Determine Academy identity and branding					C	A	R

5. Estates and Asset Management		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
5.1	Premises Management & Capital Investment: Development of and adherence to Academy Estates Development Plans		I	C		A	C	R
	Premises Management & Capital Investment: Development and Implementation of Trust's Capital Strategy		A	C		R	I	C
5.2	Compliance with all aspects of H&S Policy and Regulation		A	R		R	R	R
5.3	Provision of adequate insurances					C	A	R
5.4	Responsibility for premises security					C	A	R

6. Governance		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
6.1	Amending Articles of Association	A	R					
6.2	Changes to other constitutional documents		A			R		
6.3	Changes to Master Funding Agreement		A			R		
6.4	Appointment of LGB members					C	A	C
6.5	Removal of LGB members		A			C	C	C
6.6	Appointment and removal of Chairs of LGBs		A				R	
6.7	Disband an ineffective LGB and appoint an Interim Advisory Board (IAB)		A			C		C
6.8	Approval of Trust-wide policies (<i>See Appendix 2</i>)		A	A	A	R	I	I
6.9	Approval of statutory Academy policies (<i>See Appendix 3</i>)						A	R
6.10	Ensuring that statutory documents/information are up to date and published on each Academy's website (link to Trust's website)						A	R

6.11	Making a <i>Significant Change</i> (See appendix 4)		A			R	C	C
6.12	Academy conversions and sponsorship		A			R		
6.13	Compliance with Academy Trust Handbook		A	R	R	R	R	R
6.14	Maintaining Register of Interests and details of related party		A			R	R	
6.15	Members - appoint and remove	A						
6.16	Trustees - appoint and remove	A	A					
6.17	Chair of trust urgent action in exceptional circumstances		A					

7. Finance, Audit and Risk		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
7.1	Approval of financial regulations which conform with the academy trust handbook		A	C		R		
7.2	Approval of academy financial procedures which conform with the trust financial regulations						A	R
7.3	To establish financial decision levels and limits		A	C		R		
7.4	Safeguard public funds and comply with all requirements of the Trust Financial Regulations		A	R	R	R	R	R
7.5	Agree the annual budget and subsequent two year financial forecasts:							
	Trust wide budget proposals		A	C		R		
	Trust central services charge		A	C		R		
	Academy budget recommendations					C	A	R
7.6	Management of the Trust’s financial position		A	C		R		
7.7	Day to day management of the Academies financial positions					C	A	R

7. Finance, Audit and Risk		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
7.8	Agree changes to financial plans where costs contained within the approved in-year financial position:							
	Additional income – including any associated spend requirements					I	I	A
	Premises					C	A	R
	Other spend					I	I	A
	Changes to staffing structure: Within approved total staffing budget					I	I	A
	Changes to staffing structure: Outside of approved total staffing budget					A	C	R
7.9	Agree changes to financial plans adversely impacting on the approved in-year financial position					C	A	R
7.10	Approval of loans to Academies from Trust reserves		A	C		R		
7.11	Appointment of external auditors	A	C	C		R		
7.12	Appointment of internal auditors and agree annual plan		A	C		R		
7.13	Risk Management		A	C		R	C	R
7.14	Ensuring compliance with Data Protection / GDPR policies and regulations		A	C		R		R
7.15	Auditing and reporting arrangements for matters of compliance			A		R	R	R

8. People and Performance		Delegation						
		Members	Trust Board	Finance & Audit Committee	Standards Committee	CEO	LGB	Academy Headteacher
8.1	Recruitment and appointment of Headteacher					A	C	
8.2	Suspend (including ending suspension) and dismiss headteacher					A	C	
8.3	Recruitment and appointment of CEO/Accounting Officer		A					
8.4	Suspend (including ending suspension) and dismiss CEO		A					
8.5	Recruitment, appointment and dismissal of Governance Professional		A			I		
8.6	Recruitment and appointment of Chief Finance Officer		A			R		
8.7	Suspend (including ending suspension) and dismiss CFO		A					
8.8	Recruitment and appointment of other members of Executive Team		C			A		
8.9	Suspend (including ending suspension) and dismiss members of Executive Team		C			A		
8.10	Determine annual pay awards (ie. inflation, considering nationally negotiated settlements).		A	C		R		
8.11	Performance Management, Appraisal & Remuneration of CEO		A			C		
8.12	Performance Management, Appraisal & Remuneration of Other Executive Team members		A			R		
8.13	Performance Management, Appraisal & Remuneration of Headteachers					A	C	
8.14	Performance Management, Appraisal & Remuneration of other Academy personnel						A	R
8.15	Performance Management, Appraisal & Remuneration of Central Team personnel					A		
8.16	Employee severance arrangements :							
	Negotiations					A		C
	Entering Agreements (NB: agreements exceeding £50k require prior ESFA approval)			I		A		I

R	Responsible	A	Accountable	C	Consulted	I	Informed
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Appendix 1 - Financial Regulations – Executive Summary

Academies must be aware of all aspects of the Financial Regulations in order to discharge their financial management responsibilities in line with the DFE and trust requirements.

Financial Management

- Agree to not spend outside of the approved budget plan without subsequent prior approval of the Governing Body – Per the Scheme of Delegation.
- Not set a deficit budget without approval of the Board (including going into deficit in-year).
- Notify the CFO of any proposed leases before they are entered into.
- Ensure an official purchase order is used in line with section 18 of the financial regulations for supplies of goods, work and services, ensuring all appropriate authorisations are obtained.
- Ensure obtain quotes for **all** goods and services over £5,000.
- Maintain an asset register and ensure annual reconciliation back to actual items.
- Notify CFO immediately of any suspected theft, misappropriation or fraud.
- Notify CFO of any instances where the Procurement and Tendering Policy has not been followed.

Related Party Transactions

- Must notify the CFO of any transactions with related parties prior to the transaction taking place (Require ESFA notification and/or approval).

Payroll

- All salary adjustments for each month should be summarised and signed off by the Headteacher prior to processing (Payroll Report).
- Payroll reports should be compared to the budgeted payroll costs and material variances investigated. Payroll reports must be signed off by the Headteacher.
- The Headteacher must sign all new starter forms and leaver forms.

Insurance

- Must notify CFO of any insurance claims.

The full Trust Financial Regulations can be located by clicking [here](#) .

Appendix 3

DFE POLICIES TO BE PUBLISHED ON WEBSITE (updated annually)	APPROVED BY
Accessibility Plan Anti bullying Attendance (adapting trust template) Behaviour policy and practice Charges and Remission Early Years Foundation Stage First Aid Safeguarding and Child Protection policies and procedures School suspensions and permanent exclusion Relationships and sex education Special educational needs and disability Uniform	Local Governing Body

Appendix 4 - Significant change

Academy trusts proposing to make a significant change must submit a proposal for change and follow the required process with the Department for Education, in advance of the change being made. Failure to do so will constitute a breach of their Funding Agreement (FA), which could result in further action by the Department for Education to address the breach. Changes categorised as a ‘significant change’:

- Expansion of physical capacity (premises enlargement)
- Expansion onto an additional or satellite site
- Changes affecting SEN units or resourced provision (including adding a resourced provision)
- Change of lower or upper age limit (including adding a nursery)
- Amalgamating or de-amalgamating with another academy
- Transfer to or acquiring another site
- Change of gender composition

Appendix 2 – The Rose Learning Trust Safeguarding Role



Safeguarding Trustee/Governor

Role Description

Purpose of the role

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices.

Governing boards must appoint a governor or trustee to take leadership responsibility for their school or trust's safeguarding arrangements.

Where academy committees within multi academy trusts have sufficient delegated management responsibility, NGA recommends each academy committee also appoints a safeguarding lead to help maintain trust wide oversight.

The appointed governor/trustee should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.



Duties

Work with the designated safeguarding lead

The designated safeguarding lead (DSL) is a senior member of the school/trust leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding governor/trustee is the board's main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge
- arrange monitoring visits with the DSL to learn about the school or trust's context and how this influences the approach to safeguarding
- through discussion with the DSL (and other stakeholders within the school community), understand the school/trust's safeguarding strengths and areas for development
- meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ensure the DSL has received the training they need and is well supported to carry out their role
- talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil

Understand how safeguarding works in practice

The safeguarding governor/trustee should be aware of the legal duties that schools, and their governing boards, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

- reading and understanding [Keeping Children Safe in Education \(KCSiE\)](#), the DfE's statutory safeguarding guidance (this is a requirement for all governors and trustees)
- building a knowledge and understanding of the school or trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
- observing (through arranged visits) how the culture of safeguarding is working within the school and trust
- understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety)
- using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children

All governors and trustees must undertake safeguarding training such that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

- Ensure that trust policies and practice reflect a culture in which safeguarding is of paramount importance
- Ensure each academy has strong leadership and governance capable of continually raising the quality of education which delivers good and better academic and personal development outcomes, through the growth of confident learners within a culture of inclusiveness
- Ensure that a collective and consistent safeguarding strategy is delivered

Report back to the board and keep them up to date

As the board's specialist on safeguarding and child protection, the safeguarding link governor/trustee should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities
- report to the governing board following monitoring meetings with the DSL and any visits/interactions with staff and pupils
- ensure safeguarding is given suitable coverage and prominence within the board's strategic discussions
- feed in to governing board discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school/trust procedures and culture
- ensure that the results of safeguarding audits are shared with the board and any concerns addressed
- support the board's oversight of the school/trust record of pre-appointment checks (the single central record); often this oversight comes from DSL reports to the board (not through the board directly administrating the record)

Appendix 3 – The Rose Learning Trust SEND Role



SEND Trustee/Governor

Role Description

Purpose of the role

- To lead on the trust board’s monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need.
- To act as the trust board’s specialist on SEND and champion the needs of pupils with SEND at board level.
- To understand the legal duties under the SEN code of practice and associated acts (Equality Act and Childrens Act)

The appointed trustee should take the lead on monitoring SEND provision. However, the trust board retains collective responsibility.

DFE Statutory guidance - SEND Code of Practice click [here](#)

Duties

Working with the Trust SENCO

The link trustee for SEND should engage with the Trust SENCO on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
- Understand the school/trust’s strengths in relation to SEND provision and areas for development.
- Ensure that the SENCO has received appropriate training and is well supported.
- Seek assurance that staff receive effective and up to date SEND training.

The link trustee should report to the trust board on their meetings with the Trust SENCO.



Understanding and monitoring effective SEND practice

The SEND link trustee should have a good understanding of the legal duties of schools and governing boards in relation to pupils with SEND. This should focus around:

- Investing time in appropriate development and learning: attending regular training on SEND and inclusion, and reading and understanding chapter 6 of the SEND Code of practice.
- Understanding the views of all key stakeholders in relation to SEND (pupils, families, staff, and local partners).
- Checking that the school makes good use of financial resources (including the notional budget) to support pupils with SEND.
- Ensuring the trust publishes the necessary documentation detailing their SEND provision.

Supporting the governing board to monitor SEND provision

As the board's SEND specialist, the link governor/trustee should:

- Champion an inclusive culture, reminding the board to consider the impact of their decisions on pupils with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge senior executive leaders about SEND provision.
- Ensure all members of the governing board have the knowledge and understanding they need to make informed decisions – all governors and trustees should be familiar with Chapter 6 in the SEND Code of Practice 2015.
- Make sure that the school/trust and governing board comply with their statutory duties around SEND

Section 6.3

There should be a member of the governing body with specific oversight of the school's arrangements for SEN and disability.

DFE Statutory guidance - SEND Code of Practice click [here](#)



Appendix 4: The Rose Learning Trust Local Governor Visits Protocol

1. Introduction

Each local governor is expected to make at least one visit to your academy during the academic year, helping the local governing board (LGB) to evaluate and improve practice.

Local governor visits inform understanding of the academy's practices and procedures, allow opportunities to speak to pupils and staff, enable the identification of resource needs, and allow governors to see the Developing Excellence Plan in action.

Local governor visits allow staff the chance to find out more about governors, provide an opportunity to draw attention to issues or questions they wish to raise, and provide an opportunity to reflect upon and discuss current practice.

Governors must:

- Remember to respect academy staff and pupils.
- Support the Head Teacher.
- Acknowledge that they are acting on behalf of the LGB and the trust board

By following these agreed principles and procedures, local governor visits will be an enjoyable experience for all involved and will significantly contribute towards school improvement.

2. Roles and responsibilities

Governors are responsible for:

- Meeting their target of one visit per academic year
- Understanding the needs of staff members through discussions with at least one staff member per academic year
- Reporting their observations to the LGB during an LGB meeting

The Head Teacher is responsible for:

- Facilitating local governor visits
- Discussing completed visits with governors prior to a report being made to the LGB

3. Etiquette

- Governor visits are not a form of inspection and governors will not make judgements concerning teaching or any other areas of academy provision in any official capacity



- Governors will avoid visiting classrooms where their own pupil are present, where relevant
- Governors will not pursue personal agendas during visits
- Governors will remain flexible and understanding that the academy must make pupils education the priority, and that this may sometimes lead to the rearranging of visits
- Governors will never visit the academy unannounced
- Visits are not an opportunity for governors to check on individual pupils or monopolise the time of staff

4. Preparing for a visit

Before a visit governor will:

- Arrange their visit at least one week prior to the date of the proposed visit – never turn up unannounced
- Agree the purpose of the visit
- Discuss the context of the activities to be observed
- Agree their role within the activities

5. During a visit

During a visit, the governors will:

- Adhere to their agreed role
- Adhere to confidential agreements
- Adhere to the needs of the pupils and the wider school community
- Not assume a role different to that which has been agreed

During a visit, governors will not:

- Behave like an inspector with a clipboard or notebook
- Conduct a lesson observation and attempt to make judgements on the quality of teaching
- Interrupt the teacher or distract pupils during a lesson
- Make promises on behalf of the LGB

6. After a visit

After a visit governors will:

- Thank the staff and pupils, where appropriate, involved in the visiting activities
- Discuss the visit with the staff involved in the visiting activity at their convenience
- Always ensure that you inform an appropriate member of staff that you are leaving the site
- Provide feedback regarding the visit to the LGB



After a visit, governors will not:

- Leave without acknowledging staff or pupils involved in the visiting activity
- Break confidentiality agreements

7. Providing feedback

During the discussion, governors will adhere to the following framework:

- Where possible, a time will be agreed between the governor and staff, at the staff members convenience, to discuss what was observed during the visit
- Ask staff for their views on what happened during the visit
- Present your observations
- Provide positive feedback
- Raise any issues/clarification
- Ask further questions
- Thank staff for the opportunity
- By the end of the discussion, both the governors and staff member(s) will be clear as to what information will be shared with the Head Teacher and LGB
- The governor visit pro-forma will be completed as soon as possible after the visit
- The Head Teacher and governor will discuss the observation prior to the distribution of the pro forma
- A copy of the completed pro forma will be provided to the Head Teacher, member of staff concerned
- A copy of the report should be circulated with the agenda papers before the next appropriate LGB meeting

8. Monitoring and review

- This policy will be reviewed annually by the Head Teacher and the chair of each LGB.
- When reviewing the success of the policy, the Head Teacher and chair will take the following into consideration:
 - Has every governor conducted at least one visit during the academic year?
 - Has every governor made links with their allocated subject or area of provision?
 - Has every governor met with the staff member(s) they are linked to?
 - Are visits achieving the desired outcomes?
 - What worked well?
 - What did not work well?
 - Have there been any unexpected benefits?
 - How can practice be improved?
 - Any suggestions to make changes to this policy will be communicated to the trust board.



9. Local Governor Visit Pro-forma

Name of Local Governor:	Date:
<p>Purpose of visit (Previously agreed with the Head Teacher/Lead Person) E.g. For the visiting governor/s to gain an overview of the identified subject, policy implementation/impact etc. and to provide some constructive feedback to the relevant academy leader.</p>	
<p>How does this fit in with the priorities of the Academy Improvement Plan? What are the links?</p>	
<p>Governor observations and comments E.g., What did you see? What did you learn? What would you like clarified? How long did the visit last?</p> <p>What went well?</p> <p>Suggestions....</p>	
<p>Any key issues arising/feedback for the Local Governing Body E.g., The way resources are allocated, the way the academy communicates, progress in implementing a key policy.</p>	
<p>Action following Local Governing Body meeting Record any action agreed by the Local Governing Body with regard to this visit.</p>	



Appendix 5: The Rose Learning Trust Code of Conduct for Governors

As individuals on the local governing board, we agree to the following:

1. Role & Responsibilities

- 1.1 We understand the purpose of the local governing board (LGB) and its role.
- 1.2 We will work collectively for the benefit of the trust.
- 1.3 We will fulfil our role and responsibilities as set out in the Scheme of Delegation
- 1.4 We understand how the role of the board differs from and works with others including the Head Teacher and other senior leaders.
- 1.5 We accept that we have no legal authority to act individually, except when the trust board or LGB has given us delegated authority to do so, and therefore we will only speak on behalf of the LGB when we have been specifically authorised to do so.
- 1.6 We accept collective responsibility for all decisions made by the LGB. This means that we will not speak against majority decisions outside LGB meetings.
- 1.7 We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- 1.8 We will encourage open governance and will act appropriately.
- 1.9 We will consider carefully how our decisions may affect the community.
- 1.10 We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the Rose Learning Trust (RLT) and our academy. Our actions within the academy and the local community will reflect this.
- 1.11 In making or responding to criticism or complaints we will follow the procedures established by the RLT.
- 1.12 We will actively support and challenge the executive leaders.
- 1.13 We will accept and respect the difference in roles between the trust board, central staff, the LGB and the Head Teacher, ensuring that we work collectively for the benefit of the trust and its academies.
- 1.14 We will respect the role of the executive leaders and their responsibility for the day-to-day management of the academy and avoid any actions that might undermine such arrangements.
- 1.15 We agree to adhere to the trust's rules and policies and the procedures of the trust board as set out by the relevant governing documents and law.
- 1.16 We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
- 1.17 When formally speaking or writing in our governing role we will ensure our comments reflect current trust policy even if they might be different to our personal views.
- 1.18 When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the trust.
- 1.19 We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with our role on the LGB.
- 1.20 Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
- 1.21 We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.



- 1.22 We will act as local ambassadors for our trust.

2. Commitment

- 2.1 We acknowledge that accepting office as a local governor involves the commitment of significant amounts of time and energy.
- 2.2 We will each involve ourselves actively in the work of the LGB, and accept our fair share of responsibilities, including service on committees or working groups, where applicable.
- 2.3 We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- 2.4 We will arrive at meetings well prepared, having read the agenda and supporting papers and considered the contributions we wish to make on any agenda items.
- 2.5 We will get to know the academy well and respond to opportunities to involve ourselves in academy activities, where appropriate.
- 2.6 We will undertake structured visits the academy, with all visits arranged in advance with the Head Teacher or other appropriate staff member and undertaken within the framework established by the trust board.
- 2.7 When visiting the academy in a personal capacity (i.e., as a parent or carer), we will maintain our underlying responsibility as a local governor.
- 2.8 We will seriously consider our individual and collective needs for induction and ongoing training and development and will undertake relevant training.
- 2.9 We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the LGB, attendance records, relevant business, financial and governance interests, category of local governor and the body responsible for electing or appointing us will be published on the academy's website.
- 2.10 We accept that in the interests of transparency, information relating to governors will be collected and logged on the DfE's national database of governors (Get information about schools).
- 2.11 We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

3. Relationships

- 3.1 We will strive to work as a team in which constructive working relationships are actively promoted.
- 3.2 We will express views openly, courteously, and respectfully in all our communications with Trustees, other governors, Governance Professionals to the LGB and trust staff both in and outside of meetings.
- 3.3 We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- 3.4 We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see table below) or which may place pupils at risk.
- 3.5 We are prepared to answer queries from other LGB members in relation to delegated functions and consider any views or concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.



- 3.6 We will seek to develop effective working relationships with the executive leaders, staff, parents, the community, and other relevant agencies.
- 3.7 We will champion the voices of our school community and stakeholders.
- 3.8 We will establish effective working relationships with trustees.

4. Confidentiality

- 4.1 We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside the academy.
- 4.2 We will always exercise the greatest prudence when discussions regarding trust or academy business arise outside a LGB meeting.
- 4.3 We will not reveal the details of any LGB vote unless this is specifically recorded in LGB minutes.
- 4.4 We will ensure all confidential papers are held and disposed of appropriately.
- 4.5 We understand that the requirements relating to confidentiality in section 4 above will continue to apply after we leave office as a local governor. (NGA WORDING - We will maintain confidentiality even after we leave office)

5. Conflicts of interest

- 5.1 We will record any business, financial or governance interests (including those related to people we are connected with) that we have in connection with the trust's or LGB's business in the Register of Interests, and if any such potential conflict of interest arises in a meeting, whether actual or perceived, we will offer to leave the meeting for the appropriate length of time.
- 5.2 We will also declare any conflict of loyalty at the start of, or during, any meeting where appropriate should the situation arise.
- 5.3 We will act in the best interests of the trust as a whole and not as a representative of any group, even if elected by that group to the LGB.
- 5.4 We accept that the Register of Interests will be published on the trust's and academy's website.
- 5.5 We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
- 5.6 We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

7. Breaches of this Code of Conduct

- 7.1 If we believe any governors has breached this code, we will raise this issue with the chair who will investigate the issue.
- 7.2 Should it be the chair that we believe has breached this code, we will raise this issue with the chair of the trust who will investigate.



- 7.3 The trust board will only use suspension or remove from the LGB as a last resort (and in accordance with any relevant legislation or regulations to ensure a fair and objective process) after seeking to resolve any difficulties or disputes in more constructive ways.

The Seven Principles of Public Life

Originally published by the Nolan Committee, The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty - Holders of public office should be truthful.

Leadership - Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements



We will focus on our core purpose:

1. Strategic leadership: defining a vision, fostering a culture and championing the strategy
2. Accountability and assurance: providing robust and effective oversight of operations and performance
3. Engagement: strategic oversight of relationships with stakeholders

Declaration

I,

declare as a Local Governor of The Rose Learning Trust that I have read and agreed to abide by this Code of Conduct. I understand that failure to sign or uphold this undertaking will result in disqualification as a Local Governor.

Institution: **The Rose Learning Trust**

Name:

Position:



Appendix 6: Glossary of Terms used in meetings and within reports

AC	Academy Committee – a committee of the trust board in a MAT. The role and responsibility of any committee is defined in the MATs Scheme of Delegation
Academy	Academies are publicly funded independent schools. Academies have different governance arrangements from other schools
Academy converter	A school which converted to academy status voluntarily (usually high performing at the time of conversion) having previously been a local authority-maintained school
Academy Sponsor Led	A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)
Admissions code	A document providing statutory guidance on school admissions with which all schools must comply
AFH	Academies Financial Handbook a handbook issued by the ESFA that sets out the financial management and financial governance requirements that apply to all academy trusts
Articles of Association	The articles of association are the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board
ASCK	Association of School and College Leaders – a headteacher union
ASP	Analyse School Performance – the web-based system to disseminate school performance data to schools
Assessment without levels	A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how to track pupil progress and attainment. Children will still sit SAT exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations
ATL	Association of Teachers and Lecturers – a union for educational professionals now merged with the NUT to form the National education union
Attainment Targets	These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum
AWPU	Age-weighted pupil unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school
Baseline assessment	Assessment of pupils’ attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement
Capital Funding	Spending on projects, improvements, and extensions to the school’s land and buildings
CEO	Chief Executive Officer – the lead professional and head of the executive branch for a group of academies known as a multi academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the Trust Board for all aspects of the MAT as a whole
CFO	Chief Financial Officer – the individual who leads the finance department, such as the finance director, business manager or equivalent
Chair’s action	In maintained schools the chair is allowed to make decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil, or a parent. In academies, this power is not automatic and must be delegated to the chair of the trust
Charity Governance Code	A sector developed code to support continuous improvement of the board, endorsed by the Charity Commission



Governance Professional	The Governance Professional is the 'constitutional conscience' of the governing body. They provide advice on governance, and constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements
'Coasting' school	A school or academy whose performance falls within the government's 'coasting' definition and is therefore eligible for intervention
Collaboration	An agreement between two or more schools to work together on one particular issues. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers
Community MAT	A local community centred schools led MAT. These MATs tend to have pupil numbers in the thousands, rather than the tens of thousands, with a genuine collaboration between multiple schools in close geographical proximity
Community Schools	Maintained schools at which the local authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also takes a proportion of income known as 'top-slice' to the provision of central services such as HR, legal etc
Community Special Schools	Maintained schools that makes special education provision for pupils with statements of special school's educational needs and disabilities (SEND) or education, health, and care plans (EHCPs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria
Competency framework for governance	A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance
Competitive Tendering	Obtaining quotes or tenders from alternative suppliers before awarding contracts
CPD	Continuing Professional Development for school staff or the governing body
DDA	Disability Discrimination Act
Delegated Budget	Money provided to schools, which governors can manage at their discretion
Delegated Powers	Authority given to a committee, an individual trustee, or the headteacher/chief executive to take action on behalf of the trust board/LGB. In MATS this also refers to powers delegated to LGBs
Designated Person	Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement
DfE	Department of Education – the government department responsible for schools and children
Directed Time	Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1,265 hours in a school year
Disapplication	A term where national curriculum requirements may not apply to a pupil
EAL	English as an additional language
EBD	Emotional and behavioural difficulties
ECT	Early Career Teacher – Prior to 1 st September 2021 the terminology was NQT (Newly Qualified Teacher)
Education Forum	Established by the government as a consultative group including the National Governance Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions
EEF	Education Endowment Foundation
EHCP	Education, health, and care plan – the document that replaces statements of SEN and learning difficulties assessments for children and young people with special educational needs
ESFA	Education and Skills Funding Agency – it is responsible for all revenue and capital funding for schools and is part of the DfE



ESG	Education Service Grant – introduced in 2013 to replace the Local Authority Central Spend Equivalent Grant (LACSEG) to make funding of education services more appropriate for increasing number of academies. The ESG gives local authorities and academy trusts money to fund their schools’ services on a per pupil basis as an un-ringfenced grant
ESO	Education Supervision Order, which Las may apply to deal with cases of poor attendance at school
Ethos	The morals, values and beliefs that do, or at least should, underpin the school culture
EWO	Education Welfare Officer - a professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in cooperation with the school
Exclusion	The temporary or permanent removal of a pupil from school for serious breaches of the school’s behaviour and discipline policy
Executive Headteacher	Unlike a traditional head teacher who leads one school only, an executive head teacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or has management responsibility significantly beyond that of a single school site
Ex Officio	Able to attend meetings by virtue of holding a particular office
Extended schools/services	Schools that provide a range of services and activities, often beyond the school day, to help meet the needs of the pupils, their families, and the wider community
Federation	Two or more local authority maintained (or community) schools governed by one governing body
FFT	Fischer Family Trust - a non-profit company that provides data and analysis to As and schools in England and Wales
Form of entry	The number of classes of 30 children that a school admits each year
Foundation governor/trustee	Appointed by the foundation board
Foundation schools	Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria
Foundation special schools	Maintained special schools, which have the same freedoms as foundation schools
Foundation stage	Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision
Free School	A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system
FSM	Free School Meals – pupils are eligible for FSM if their parents receive certain benefits
Funding Agreement	The document that sets out the relationship between an academy/MAT and the Education and Skills Funding Agency (ESFA) /Department for Education (DfE)
GAG	General Annual Grant – the mains source of revenue funding for academy trusts
Governing Board	Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)
Governing Body	Refers to the governing body of a maintained school only
Governor Services	May be ‘in house’ in larger MATs but often externally commissioned, governor services providing essential support to the governing body which may be in the form of training, advice, or Governance Professional service. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority’s governors services or seek alternative arrangements
GMB	Union of general workers, many school support staff will be members of this union
HLTA	Higher level teaching assistant
HMCI	His Majesty’s chief inspector of schools
HMI	His Majesty’s inspector
HSE	Health and Safety Executive



HTB	Headteacher board - each regional school commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions
IEP	Individual Education Plan
INSET	In-service education and training – courses for practising teachers and other school staff
Instrument of Government	A legal document setting out the composition of maintained governing bodies
ISBL	Institute of School Business Leadership – a professional body supporting the school business leadership community. Formerly the National Association of School Business Manager (NASBM)
KS 1-4	Key Stages 1-4. The four stages of the national curriculum; KS1 for pupils aged 5-7; KS2 for 7-11, KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19-year-olds but is not part of the national curriculum
LA	Local Authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for planning school places. It also provides other services to schools, which may be provided via a service level agreement to maintained schools and in many cases to academies
LAC	Looked After Children – children who are in care provision. May also refer to children who have been in care at any time over the last six years
LA Governor	Nominated by the LA but appointed by the governing body
LGA	Local Government Association -national organisation supporting and representing local government
LGB	Local Governing Body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC
LGC	Local Governing Committee- a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB
Local Association	A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for governors whereas larger local associations may organise events and provide formal support and training opportunities
Maintained Schools	Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines
MAT	Multi Academy Trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)
MAT Board	Common term for the board of trustees overseeing a MAT
Mixed Ability	A teaching group in which children of all abilities are taught together
NAHT	National Association of Head Teachers – a headteacher union
NAO	NATIONAL Audit Office – scrutinises public spending for parliament. It audits the financial statements of all central government departments, agencies, and other public bodies, and reports the results to parliament
NASUWT	National Association of Schoolmasters Union of Women Teachers – a teaching union
National College	National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of children’s services. In particular, it is responsible for the National Professional Qualification for Headship, the Chair of Governors’ Leadership Development Programme and National Governance Professional Development programme
National Curriculum	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to
NEU	National Education Union – a teaching union formed by the merger of the NUT and ATL
NFER	National foundation for Education Research
NGA	National Governance Association. The national membership organisation for school governors, trustees, and Governance Professionals
Non-teaching (support) staff	Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners, and office staff



NOR	Number on roll
NQT	Newly Qualified Teacher – from 1 st September 2021 the terminology has changed to ECT (Early Career Teacher)
NSC	National Schools commissioner – a civil servant responsible for coordinating the work of the eight RSCs
NUT	National Union of Teachers – a teaching union now merged with the ATL for form the National Education Union
Ofqual	Office of the Qualifications and Examinations Register – the regulator of examination and qualifications
Ofsted	Office for the Standards in Education, Children’s Services and Skills – the body that inspects education and training for learners of all ages and inspects and regulates care for children and young people
PAN	Published admissions number – the number of children the LA (or governing board) of a foundation or voluntary or academy trust determines must be admitted to anyone-year group in school
Parent Governors/trustee	Member of the governing board elected by the parents of the school’s pupils
Partnership governor	In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos
PE and Sports Premium	Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum
Peripatetic teacher	One who teachers in a number of schools, to give specialist instruction, e.g., music
PFI	Private finance initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (e.g., infrastructure) and related services
PGCE	Post-Graduate Certificate of Education
PGR	Parent governor representative – elected to serve on a local authority committee discharging the education functions of the LA
PI	Performance indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages
PPA	Planning, preparation, and assessment – 10% guaranteed non-contact time for teachers
PRP	Performance Related Pay – schools following the STPCD must now ensure teachers’ pay is linked to their performance
PRU	Pupil referral unit – alternative education provision for pupils unable to attend a mainstream school or special school
PSP	Pastoral support programme for pupils at serious risk of permanent exclusion
PTA	Parent teacher association – or PSA (parent staff association)
PTA UK	National membership organisation for parent teacher associations – formerly MCPTA
PTR	Pupil/teacher ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers
Public Sector Equality Duty	Its decisions affect people who are protected under the Equality Act
Pupil Premium	Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces
QTS	Qualified Teacher Status
Quorate	A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate
Quorum	The minimum number of members present at a meeting before decisions can be made
RAISEonline	Reporting and Analysis for Improvement through School Self-Evaluation was the web-based system to disseminate school performance data to schools. Now replaced by Analyse School Performance (ASP)



Resolution	A formal decision which has been proposed, seconded, and agreed – not necessarily by a vote – at a meeting
Revenue Funding	Revenue funding can be spent to provide services and buy items that will be used within a year. Example includes salaries, heating, lighting, services, and small items of equipment
ROA	Record of Achievement
RSCs	Regional schools’ commissioners – civil servants who act on behalf of the secretary of state. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the school’s commissioner
SACRE	Standing Advisory Council on Religious Education - local statutory board that advised on religious and collective worship
SAT	Single academy trust – an academy trust that consists of just one school.
SATs	Standard assessment tasks – used for national curriculum assessment
SBM	School business manager – a professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually, part of the senior leadership team
School Census	A statutory return that takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census
Schools’ forum	A school forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers. Academies also have representation on school forums
SDP	School development plan – the operational document describing how the school will work towards the strategic priorities set by the governing body
Secondment	The release of staff on a temporary basis for work elsewhere
Secretary of State	The senior government minister with responsibility for education. Leads the Department for Education
SENCO	Special educational needs co-ordinator – the teacher responsible for co-ordinating SEND provision in the school
SEND	Special educational needs and disabilities – learning difficulties for which special educational provision has to be made
SENDIST	Special Educational Needs and Disability Tribunal
Service Level Agreement	A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider
Service premium	Funding allocation to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in receipt of a child’s pension from the Ministry of Defence
Setting	A system of organising pupils into ability groups for particular subjects
Short inspection	A one-day Ofsted inspection carried out at ‘good’ schools (or special schools, nurseries, and PRUs judged to be ‘outstanding’)
Sims	Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita
SoD	Scheme of Delegation – the key document in a MAT defining which functions have been delegated and to whom, clearly showing the lines of accountability within a trust
Special School	Pupils with a statement of special educational needs and disabilities (SEND) or an education, health, and care plan (EHCP) whose needs cannot be fully met from within mainstream provision
Special Unit	A unit attached to a mainstream school to cater for children with specific needs (or resourced provision)



Sponsor	An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, business, and charities
SSAT	Specialist Schools and Academy Trust
Staff governors/trustee	Elected by those who are paid to work at the school.
Statementing	Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health, and care plans (EHCPs)
STPCD	School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteacher in maintained schools in England and Wales. Many academies
Strategic Plan	The school's strategic document that sets out a small number of key priorities for the school over the next three to five years. The governing board should take the lead on developing the strategic plan
STRB	School Teachers' Review Body – makes recommendations to the secretary of state on teacher's pay
Streaming	Placing pupils in classes according to their ability across a range of subjects
TA	Teaching assistant
Teaching Schools	Schools that work with others to provide CPD for school staff
Terms of reference	The scope and limitations of a committee's activity or area of knowledge
TES	Formerly known as The Times Educational Supplement, a weekly publication providing education news, analysis and opinion for teachers, school leaders and other educators
TLR	Teaching and learning responsibility – payments made to teachers for additional responsibility
Trust deed	The deed which a voluntary controlled school has been established
TSA	Teaching school alliance – led by teaching schools and include schools that are benefiting from support as well as strategic partners
UNISON	Union of Public Employees. Many school support staff will be members of this union
UTC	University technical college – a type of academy, specifically for pupils aged 14-19 and designed to offer a combination of technical, practical, and academic learning
VA	Voluntary aided – a school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's building and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code
Value Added	The progress schools help pupils make relative to their individual starting points – rather than looking at raw results, value added also takes into account the prior attainment, thus enabling a judgement to be made about the effect of the school on pupils' current attainment
VC	Voluntary controlled – usually a denominational school wholly maintained but with certain residual rights regarding religious worship
Vertical grouping	Classes formed (in primary schools) with children of different age groups
Virement	The agreed transfer of money from the budget heading to which it has been allocated to another budget heading



Virtual school headteacher	Looked after children are on a virtual school roll, and each local authority employs an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They also work with professionals in the children's services department of the council and with all schools in the area to promote the education children in care
Vision	The school's vision should, in a few sentences, describe what the school will look like in three to five years' time
Vocational	A subject that would not be considered academic in the traditional sense. Students in KS4 and KS5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A-levels
VOICE	A teaching union
Work experience	A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time

