

Clerking Essentials

Session 3 (Local governing body) Materials

This contains the materials you will need for Session 3 including

- The pre-work instructions explaining what you need to do before the Session
- The Redstart Academy Case study materials you will use for your pre-work and in the session
- The PowerPoint slide set used in the session

You will need to refer to them in the session and so unless you will be joining the session using a device with a very large screen or using more than one screen you may want to print these materials off before the session.

Here is a list of the materials with links to each to make them easier to use.

1. Pre-work instructions	3
2. Redstart Academy case study materials	5
Handover email from previous clerk	5
Local Governing Body Membership - Redstart Academy	7
LGB Planner 2024-25 Redstart Academy	9
Code-of-conduct-Redstart Academy	15
Local Governing Body - Terms of Reference	19
Scheme of Delegation Redstart Extract	25
Meeting Extract (activity)	35
3. PowerPoint slide set	37

1. Pre-work instructions

Pre-work - Redstart Academy case study - 30 minutes total

Setting the scene

Imagine that you have been appointed as clerk to the local governing body (LGB) of Redstart Academy, part of Skyward Multi Academy Trust (SMAT). Mo, the previous clerk has sent you a handover email (see following page)

Tasks

After reading through Mo's handover email please attempt the following tasks prior to Session 3.

1. You have the planner and the information from Mo to draft the first agenda. Is there anything you think is missing? Where else might you find items that need to come to this meeting?
2. From the list of files shown below on GovernorHub, which of these do you think you would need to access for the first meeting?
3. See if you can find any rules for the election of chair and vice chair for the LGB in terms of the process, their term of office and who can and cannot stand in the case study bundle of documents and information provided.

Hint: useful sources of information are the Governance planner, LGB Terms of Reference, Scheme of Delegation

2. Redstart Academy case study materials

Handover email from previous clerk

From: Clerk@Redstartacademy.sch.uk

To: Clerk@Redstartacademy.sch.uk

Subject: Handover note for new clerk for Redstart Academy - Confidential

Hi there

Good luck in your role at Redstart! As we couldn't meet up before I left, here is some information I think will come in handy.

Governance files and records

All the files you will need are on GovernorHub – the LGB also uses this for all communications. The governance manager at the trust, Heidi said will set you up on the portal tomorrow. If you cannot find your way around GovernorHub, just ask Heidi, she is great and very supportive of the LGB clerks. The files on Redstart's GovernorHub page that you will need to familiarise yourself with include:

- LGB membership information
- LGB code of conduct
- LGB registers (these are downloaded from GovernorHub once completed) including pecuniary interests and governor meeting attendance
- LGB agendas and meeting papers from previous meetings
- School information

You will also have access to the 'Trust Resources' GovernorHub page where you can find

- Trust templates for LGB agendas/minutes/registers etc
- Trust terms of reference for the LGBs
- SMAT's scheme of delegation
- Trust governance agenda planner for the LGBs
- Information about SMAT including a who's who for the central team and board of trustees and the meeting dates for the year for the board of trustees.
- Governor induction pack for the LGBs
- SMAT's training schedule for trustees and LGB members

The LGB

Redstart only joined SMAT a year ago and it has been a bit of a rocky start. It was directed to join SMAT as a failing maintained school. The school's governors were very resistant to this and have found it hard to accept that they are no longer 'in charge'. The chair, Boris has been particularly vocal about this, so you will need to make sure you keep the tone and language of your minutes professional.

Zena, the headteacher, is lovely and is very organised and usually gets all the papers for LGB meetings ready on time. However, she tends to read through all her reports so the meetings (which are scheduled for 1.5 hours) often run to about 2.5 hours.

Next board meeting

1. The agenda items can be found on the trust governance planner for the LGBs. The items are not set out in any particular order yet.
2. Boris has asked me to add finance updates to the agenda and to ask the SBM to provide reports and attend the meeting to go the reports. The LGB doesn't have any financial responsibility for this under the scheme of delegation, but Boris considers it to be the role of school governors to monitor school finances.
3. I have one outstanding action from the last meeting, which was to update the LGB meeting attendance from the last meeting and download the register for Redstart's website. This is now overdue and needs to be done ASAP please!

Future LGB meeting dates

The meeting dates for the year will need to be set at some point – we only set the date of the first meeting as we were not sure of your availability.

I will let you know if I think of anything else. Hope it all goes well – good luck!

Mo

Local Governing Body Membership - Redstart Academy

Full Name	Appointed By	Original Date of Appointment	Date of Re-appointment	Term of Office	End date	Governance Role	Business, Pecuniary and personal Interests	Governance Roles in other Institutions	Material Interests arising from Relationships with School Staff	Attendance Record 2023-24
Zena Ingram	Headteacher	20/01/2022	-	-		-	None	None	None	/6
Danielle Foster	Elected Staff	20/01/2022		4 years			None	None	Daughter works at the school	/6
Domnick Janowski	Elected Parent	20/01/2022		4 years		SEND	Owner of "Office Supplies UK"	None	None	/6
Brendan O'Leary	Elected parent	20/01/2022		4 years			None	None	None	/6
Boris Clancy	Trust Board appointed	20/01/2022	05/07/2022	4 years		Chair Safeguarding	None	None	None	/6
Goisha Johnson	Trust Board appointed	20/01/2022		4 years		Pupil Premium	None	Chair of another school in the MAT	None	/6
Kumud Shah	Trust Board appointed	20/01/2022		4 years		Vice Chair	Joint owner of "Maintaining Your Grounds"	None	None	/6
Vacancy	Trust Board appointed			4 years						

LGB Planner 2024-25_Redstart Academy

SKYWARD MULTI ACADEMY TRUST LOCAL GOVERNING BODY (LGB) ANNUAL PLANNER FOR 2024-25

- Numbers in brackets refer to the Terms of Reference for the LGB.
- Reports should all be read in advance and questions submitted to the clerk in advance of the meeting or raised at the meeting. Headteachers should not need to read through the reports but may add pertinent information that has come to light since the report was written.
- Quality of curriculum reports should support governors to focus their subsequent monitoring activity. In all LGB monitoring reports, consideration should be given to pupil attitudes, behaviour, SMSC, safeguarding and impact of leadership.
- Chairs, heads and clerks in each academy will decide on how to order these agenda items and whether any others are needed.

Term/Meeting 1 - Agenda Items		
LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Election of Chair and Vice Chair (A)	Clerk	FB M1
2. Annual Pecuniary Interests – complete forms ahead of meeting and declare any relevant interests at the meeting	Clerk	FB M1
3. Code of Conduct - read and complete forms ahead of meeting	Clerk	FB M1
4. ToR - Purpose of LGB	Chair	FB M1
5. LGB Self-evaluation introduction (4)	Chair	FB M2
6. Governor key responsibility areas and monitoring plan (E)	Chair	FB M1
7. Training Plan and Log (4)	Clerk	FB M1
8. LGB online meeting summary form (complete at end of meeting)	Clerk	RA M1
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
9. Headteacher’s Report (New format to include Safeguarding)	HT	FB M1
10. Analysis and evaluation of pupil outcomes by group (11)	HT	
11. Academy Improvement and Development Priorities and plan (1)	HT	FB M2
12. Pupil Premium Plan (6)	HT	OPC M2
13. Sports Premium Plan	HT	OPC M2
14. Pupil questionnaire (Sharing of questions)	HT	FB M2
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	
15. Trust Vision and Improvement priorities	Chair	
16. Committee Summaries	Chair	
Governor monitoring:	Led by	
17. Agree governor monitoring to place before meeting 2	Chair	
• Safeguarding (5 & 20)		
• Sports premium (13)		
• Website compliance check		
• SCR (15)		
Governor CPD activity planned/advised training in meeting:	Led by/ Completed by	When
18. KCSIE – Key changes (In meeting 1)	HT/All	In meeting
19. Governance visits to Schools - NGA Learning Link (10min)	Chair/All	In meeting

Governor CPD activity planned/advised training before meeting:	Completed by	When
<ul style="list-style-type: none"> Essential safeguarding for governors and trustees - NGA Learning Link (60 min) 	All non-staff	Before meeting
<ul style="list-style-type: none"> Cyber Security – Watch YouTube video (30 min) 	All non-staff	Before meeting

Meeting 2 - Agenda Items		
LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Safeguarding monitoring report (5, 14 & 20)	Safeguarding Gov	FB M2
2. Sports Premium monitoring report (13)	SP Gov	OPC M2
3. Website compliance monitoring (7)	Web Gov	FB M2
4. LGB Self-evaluation present action plan (4)	Chair	FB M2
5. Ofsted Tracker	Chair	
6. Risk register (9)	Chair	RA M2
7. Training Log (4)	Gov P	FB M2
8. LGB Summary Form (End of meeting)	Gov P	RA M2
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
9. Headteacher's Report (New format to include Safeguarding)	HT	FB M2
10. SEND Information report (Refer to EDI Training)	HT	OPC M2
11. Policies (5)	HT	FB M2
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	When
12. Finance exceptions report (17) - CFO	Chair	Before meeting
13. Premises, Health and Safety exceptions report (17) - TFM	Chair	Before meeting
Governor monitoring:	Led by	
14. Agree governor monitoring to place before meeting 3	Chair	
<ul style="list-style-type: none"> Curriculum (see HT report for focus) 		
<ul style="list-style-type: none"> Curriculum provision for SEND (6) 		
Governor CPD activity planned/advised training:	Who	When
15. Ofsted requirements – Intent, Implementation and Impact – Governor role (CEO)	All	In meeting
Governor CPD activity planned/advised training before meeting:	Completed by	When
<ul style="list-style-type: none"> Equality, diversity and inclusion: First steps – NGA Learning Link (10min) 	All	Before meeting
<ul style="list-style-type: none"> Equality, diversity and inclusion: Beyond compliance – NGA Learning Link (15min) 	All	Before meeting
<ul style="list-style-type: none"> Equality, diversity and inclusion: Taking action – NGA Learning Link (15min) 	All	Before meeting

• The governance of SEND – NGA Learning Link (30min)	SEND Gov	Before meeting
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Meeting 3 - Agenda Items

LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Curriculum monitoring report(s)	Cur Gov	OPC M3
2. SEND monitoring report – provision and equalities (6 & 12)	SEND Gov	PCE M3
3. Training Log (4)	Gov P	FB M3
4. LGB Summary Form (End of meeting)	Gov P	RA M2
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
5. Headteacher’s Report (New format to include Safeguarding)	HT	FB M3
6. Analysis and evaluation of pupil outcomes (December data) (11)	HT	FB M3
7. SIDP update (10)	HT	OPC M3
8. Educational visits report (12)	HT	FB M3
9. Parent questionnaire (Sharing of questions)	HT	FB M3
10. Pupil questionnaire feedback and next steps	HT	FB M3
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	
11. Trust priorities update (Written by CEO)	Chair	
12. Committee Summaries (Trust PA)	Chair	
Governor monitoring:	Led by	
13. Agree governor monitoring to place before meeting 4	Chair	
• Safeguarding – Prevent and Equalities (5 & 20)		
• PP Plan (6)		
• SCR (15)		
• Whistleblowing- feedback to Trust		
Governor CPD activity planned/advised training:	Who	When
N/A		
Governor CPD activity planned/advised training before meeting:	Completed by	When
• Monitoring and evaluation – NGA Learning Link (50min)	All	Before meeting
• Stakeholder engagement: the governance role – NGA Learning Link (15min)	All	Before meeting
• Pupil Premium– NGA Learning Link (55min) (Prep for Term 4)	PP Gov	Before meeting

Meeting 4 - Agenda Items

LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Safeguarding monitoring report (13)	SG Gov	FB M3
2. PP monitoring report (6)	PP Gov	OPC M3
3. Ofsted Tracker	Chair	
4. Risk register (9)	Chair	RA M3
5. Training Log (4)	Gov P	FB M3
6. LGB Summary Form (End of meeting)	Gov P	RA M3
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
7. Headteacher's Report (New format to include Safeguarding)	HT	FB M3
8. SMSC report		OPC M3
9. Accessibility Plan (21)		RC M3
10. Policies (5)		FB M3
11. Parent questionnaire feedback and next steps		FB M3
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	
12. Finance exceptions report (17)	Chair	
13. Premises, Health and Safety exceptions report (17)	Chair	
Governor monitoring to take place before next meeting:	Led by	
14. Agree governor monitoring to place before meeting 5	Chair	
• RSE and PSHE		
• Collective worship		
• Curriculum (see HT report for focus)		
Governor CPD activity planned:	Who	When
15. SMSC	All	In Meeting
Governor CPD activity planned/advised training before meeting:	Completed by	When
• Complaints management for governing boards – NGA Learning Link - YouTube (45 mins)	Chair and Vice Chair	Before Meeting
• Minimising exclusions – NGA Learning Link (10 min)	All	Before Meeting

Meeting 5 - Agenda Items

LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Curriculum monitoring report(s)	Chair	OPC M4
2. PSHE and RSE monitoring (13)	Chair	OPC M4
3. Collective worship (13)	Chair	OPC M4
4. Training Log (4)	Gov P	FB M4
5. LGB self-evaluation action plan review (4)	Chair	FB M4
6. LGB Summary Form (End of meeting)	Gov P	RA M3
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
7. Headteacher's Report (New format to include Safeguarding)	HT	FB M4
8. Analysis and evaluation of pupil outcomes (March data) (11)	HT	OPC M4
9. SIDP update (10)	HT	OPC M4
10. Staff questionnaire (Sharing of questions)	HT	FB M4
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	
11. Trust priorities update (written)	Chair	
12. Committee Summaries	Chair	
Governor monitoring to take place before next meeting:	Led by	
13. Agree governor monitoring to place before meeting 6	Chair	
• Safeguarding - behaviour and attitudes including attendance and exclusions		
• SMSC		
• SCR (15)		
• SEND – curriculum and impact		
Governor CPD activity planned:	Who	When
N/A		
Governor CPD activity planned/advised training before meeting:	Completed by	When
• Managing staff workload and wellbeing: the governance role - NGA Learning Link (15 min)	All	Before Meeting

Meeting 6 - Agenda Items

Meeting 6 - Agenda Items		
LGB (Chair & Governance Professional):	Led by	Board Meeting
1. Safeguarding monitoring report (14)	Chair	FB M4
2. SEND monitoring report – curriculum and impact (6 & 12)	Chair	OPC M4
3. SMSC monitoring report (13)	Chair	OPC M4
4. Pupil questionnaire follow up	Chair	FB M4
5. Ofsted Tracker	Chair	
6. Risk register (9)	Chair	FB M4
7. Training Log (4)	Gov P	FB M4
8. LGB Summary Form (End of meeting)	Gov P	RA M1
Academy (Senior Leaders) - To be requested and circulated by Governance Professional:	Led by	Board Meeting
9. Headteacher’s Report (New format to include Safeguarding)	HT	FB M4
10. Educational visits report (12)	HT	OPC M4
11. Policies (5)	HT	FB M4
12. Staff questionnaire feedback	HT	FB M4
Trust (Central Team) – Trust PA to request and add to LGB meeting folder:	Led by	
13. Finance exceptions report (17)	Chair	
14. Budget setting (18)	Chair	
15. Premises, Health and Safety update (17)	Chair	
Governor monitoring to take place before next meeting:	Led by	
As required.		
Governor CPD activity planned:	Who	When
As required.		
Governor CPD activity planned/advised training before meeting:	Completed by	When
• Prevent duty training: Awareness course (30 min) – YouGov	All	Before Meeting

Code-of-conduct-Redstart Academy

We recognise and support the principles set out in the [charity governance code](#)

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will 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 as set out in our Scheme of Delegation and LGB Terms of Reference:

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our **scheme of delegation**.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.

7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. 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.
11. We will only speak or act on behalf of the LGB if we have the authority to do so.
12. When making or responding to complaints, we will follow the established procedures.
13. We will strive to uphold the trust's reputation in our private communications (including on social media).
14. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.
15. We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the LGB and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
 - We will get to know the academy/s well and welcome opportunities to be involved in academy activities.
 - We will visit the academy/s and when doing so will make arrangements with relevant staff in advance and observe academy and LGB protocol.
 - When visiting a academy in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
4. 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.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
 - We will champion the voices of our academy community and stakeholders.
2. We will establish effective working relationships with governors.
3. We will express views openly, courteously and respectfully in all our communications with LGB and Trust members and staff both inside and outside of meetings.
4. We will work to create an inclusive environment where each LGB member's contributions are valued equally.
5. We will support the chair in their role of leading the LGB and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing LGB vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

- We will declare any business, personal or other interest that we have in connection with LGB's business, and these will be recorded in the register of business interests.
1. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
 2. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
 - We accept that the Register of Business Interests will be published on the academy and/or trust website.
 3. We will act as an LGB member, not as a representative of any group.
 - 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 and pecuniary interests, category of governor and the body responsible for appointing us will be published on the academy and/or trust website.
 - We accept that information relating to LGB members will be collected and recorded on the DfE's national database (Get information about Schools – GAIS), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: Redstart Academy Local Governing Body on xxxxxx

We agree that this code of conduct will be adopted annually when updated by the Trust Board.

SKYWARD MULTI ACADEMY TRUST (The Trust)

Local Governing Body - Terms of Reference

Mission Statement

To develop and nurture to the highest level the talents and aspirations of our children, our academies, and the wider Trust community.

“Stronger together”

Procedures

Governance Professionals

Each Local Governing Body (LGB) will have a Governance Professional who is supported by the Governance Manager and will ensure they are provided with updated information regarding governance when it is made available.

Meeting Schedule

The Directors are responsible for setting the meeting timetable for all governance meetings for the academic year and the LGB Governance Professional a timeframe in which meetings must be arranged. There will be online summary reports completed at each LGB meeting which enables all meetings to interlink, which facilitates a reporting structure from bottom up and top down.

Common Systems, Procedures and Documentation

The Board of Directors determines the proceedings of the LGBs so they all operate in the same way, and act in accordance with the Trust Scheme of Delegation. There are templates and content for the following documents:

- Agendas
- Meeting Minutes
- Terms of Reference
- Code of Conduct

This documentation will be reviewed annually in the summer term by the CEO and Governance Professional to the Directors and will be made available to the LGB Governance Professionals by the start of each new academic year.

Any changes to the documentation must be agreed by the CEO.

Meetings of LGBs

LGB meetings are convened by the LGB Governance Professional in line with the LGB annual planner. In the absence of an appointed Governance Professional, the Chair of the LGB, in conjunction with the CEO/ Headteacher will set the agenda and a member of the LGB, who is not a staff member or the chair, will be chosen to take minutes.

Notice of LGB meetings

The Governance Professional must give each governor who is a member of the LGB and the Headteacher (if not a member) written notice of a meeting, a copy of the agenda and all papers to be considered at the meeting at least five working days before the meeting. If the LGB Chair considers that there are matters that demand urgent consideration, they can determine a shorter period of notice.

Voting

Every question to be decided at an LGB meeting must be determined by a majority of votes of those governors present and voting. If there is an equal number of votes, the Chair (or the person acting as chair), provided that they are a member of that LGB, has a second (or casting) vote. The LGB can only take a vote if the majority of those present are governors appointed to the LGB.

Please also refer to the Code of Conduct which sets out procedures that must be followed in meetings where there is a conflict of interest.

Minutes of LGB meetings

Minutes must be drawn up by the Governance Professional or the nominated minute taker and provisionally approved by the Chair for circulation. The minutes will be signed after formal approval at the next meeting of the LGB. The LGB must make available for inspection to any interested person together with a copy of the agenda, the signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable. Information relating to a named person or any other matter that the LGB considers confidential does not have to be made available for inspection.

Membership: The LGB shall have a minimum of 7 members, including at least 2 elected representatives of the parents of pupils attending the relevant academy, 1 staff member, the Headteacher and 3 others.

Quorum: Half of the LGB membership (rounded up to a full number) or minimum of three appointed LGB members whichever is greater.

Frequency of meetings: six meetings per year and as and when required

Governance Procedures

- A. To elect a Chair and Vice Chair annually (the appointments must be approved by the Board of Directors before the following meeting). Governors who are employed by the academy cannot act as Chair or Vice Chair.
- B. To recommend to the Board of Directors the appointment of the LGB members
- C. To advise all parents of any parent governor vacancies, all staff of staff member vacancies and to appoint co-opted members

- D. To hold at least six meetings per year
- E. To annually nominate LGB members for the following roles:
 - a. Equalities and SEND
 - b. Looked After Children (Children in Care), Child Protection and Safeguarding
 - c. Pupil Premium
- F. If required, in consultation with the Board of Directors, to consider the suspension of a member
- G. To report to the trust on successes, concerns and risks after each meeting

In the event of a tied vote, the Chair or Acting Chair will have a second or casting vote. The LGC should therefore ensure that decisions to delegate specific responsibilities are properly recorded.

Election of Parent and Staff Members to LGBs

Parent and staff members can self-nominate themselves for election and a vote will only be required if the number of qualified nominees is greater than the number of vacancies.

Election procedures: When there is a vacancy or prospective vacancy for a member of the LGB, every teacher or support staff member employed to work at the academy and every parent of a child at the academy must be given the opportunity of participating in the appropriate elections.

- First, the Headteacher will write to all relevant people to invite nominations, enclosing a sheet setting out the qualifications to serve as a member and a nomination form. The letter will indicate the closing date for receipt of nominations, which must be not less than 14 days.
- Staff who are nominated for election must be employed to work at the academy either as teachers or support staff on the closing date for nominations. Parents must have a child at academy.
- The nomination form invites candidates to give brief biographical details to go out with the ballot forms; the Headteacher may set a reasonable limit on the number of words allowed.
- Where the number of nominations received is the same as or less than the number of vacancies, candidates will be elected unopposed. If there are more nominations than vacancies, it will be necessary to arrange a ballot.
- The Headteacher will ensure that all ballots are conducted fairly and that multiple votes cannot be cast by a single person.
- The votes shall be counted by the Headteacher and a simple majority system shall apply.
- The successful candidate will then be informed.
- The term of office will be for four years.

Local Governing Body Terms of Reference (Role Description)

Governance

1. To develop the strategic direction for the academy in line with the Trust strategy, vision, values, aims and objectives

2. To visit the academy and to report back to leaders and the LGB.
3. To provide induction and mentoring for LGB members as per the Trust Induction Policy.
4. To organise and record support and training for LGB members based on responses to an annual skills audit. To develop succession planning for the LGB.
5. To set academy policies and ensure that they are maintained and fully implemented, including Behaviour and Safeguarding
6. To monitor the implementation of Trust policies including Pupil Premium, SEND and Sex and Relationships Education
7. To monitor that the academy website is compliant with statutory requirements.
8. To support the headteacher, and the Trust, in undertaking appropriate day to day procedures that are essential to the life of the academy, such as disciplinary and complaints
9. To review the Risk Register termly, allocating individual members to medium/high risks.

Pupil Outcomes and Provision

10. To contribute to, review and monitor the Academy Improvement and Development Plan to achieve KPIs
11. To scrutinise and compare academy data with national test results and benchmarks, including progress of SEND and Pupil Premium students
12. To Review special educational needs information report ahead of publication
13. To monitor and report to the Board on:
 - the contribution of the curriculum to pupils' outcomes and SMSC development, including the impact of educational visits
 - the impact of PSHE, Collective Worship, Sex and Relationships Education
 - whether collective worship within the academy meets statutory requirements and is in line with the academy ethos
 - the impact of SEND funding (including High Needs Funding) on provision, progress and outcomes
 - the use and impact of the Pupil Premium funding
 - the impact of PE and Sports premium funding.
 - exclusions and attendance
14. To ensure that the safeguarding policy is fully implemented and that procedures are adhered to within the Academy
15. To check the Single Central record and related processes termly along with the Headteacher and/or DSL.

Resources

16. To contribute to the appointment process for leadership posts, in-line with the Scheme of Delegation
17. To review exceptions reports from the trust on finance, Health, Safety and Premises, and Personnel on a termly basis
18. To receive the final budget for comment only – the trust sets and monitors the academy budgets
19. To monitor that the Trust's Whistleblowing policy is understood and is effective and to encourage its use.
20. To monitor and review the Accessibility Plan

Delegation of the LGB Functions

An LGB can delegate any of its functions to an LGB member or the Headteacher, subject to prescribed restrictions. The Board of Directors must review the delegation of functions annually. The LGB will remain accountable for any decisions taken, including those relating to functions delegated to an individual.

Any individual to whom a function has been delegated must report to the LGB in respect of any action taken or decision made. The LGB can still perform functions it has delegated: this enables the LGB to take decisions on matters that are discussed at meetings on functions that have been delegated.

Scheme of Delegation_Redstart_Extract

SKYWARD MULTI ACADEMY TRUST Trust Scheme of Delegation (Extract only)

In Skyward Multi Academy Trust (the Trust) our trust the principles of governance are similar to those in maintained schools. The Trust is a charitable company limited by guarantee and the governance arrangements are set out in its governing documentation (the Articles of Association), the Master Funding Agreement and the Academy Trust Handbook. The structure of the Trust is detailed below.

Mission Statement

To develop and nurture to the highest level the talents and aspirations of our children, our academies, and the wider Trust community.

“Stronger together”

Structure

- The Members
- The Trust Board of Directors
- The Chief Executive Officer (also Executive Headteacher and Accounting Officer)
- The Local Governance Body of each academy
- The Headteacher of each academy

Delegated Functions

The Scheme of Delegation covers six areas

- Strategy and Leadership
- Education
- Personnel
- Finance
- Health & Safety and Safeguarding
- Premises and Assets

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
STRATEGY & LEADERSHIP				
Policies	Ensure that policies are maintained, appropriate and fully implemented within the Trust	Ensure policies are fully implemented within the academis and central team of the Trust	Set and ensure that academy policies are maintained, appropriate and fully implemented within the academy.	Ensure all policies are fully implemented within the academy
Compliance	Ensure requirements of DfE and ESFA are adhered to and check that all returns for provision of information are submitted by required dates Receive a report on website compliance from LGBs (in line with DfE publication requirements)	Submit all returns for provision of information to DfE and ESFA by required dates	Monitor that academy website is compliant and report to board	Ensure academy website is compliant and supports parents to help their child Ensure all returns for provision of information to DfE and ESFA are submitted by required dates
Governance	Review Governance effectiveness annually to identify areas of improvement Audit skills annually to identify training needs Review delegation function and committee structure annually, with a focus on membership		Review Governance effectiveness annually to identify areas of improvement. Audit skills annually to identify training needs Report to the Board on effectiveness of governance arrangements	

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
Risk Register	Review at each full Board meeting Ensure individual Board members are named to monitor each medium/high risk	Establish register and put into place mitigating strategies Support the Board in the reviewing and rating of risks	Review termly Ensure individual LGB members are named to monitor each medium/ high risk	Establish register and put into place mitigating strategies Support the LGB and Board in the reviewing and rating of risks
EDUCATION				
Improvement and development plans for Trust and Academies	Approve and, where needed, modify the strategic education priorities	Develop and write Trust Improvement and Development Plan (TIDP) and deliver to the Board Cost the plan in conjunction with the COFO (where needed)	Monitor and review the Academy Improvement and Development Plan Contribute to the Academy Improvement and Development Plan	Develop and write the Academy Improvement and Development Plan (SIDP) in conjunction with the CEO Cost the plan in conjunction with the COFO (where needed)
Improvement	Enlist, where necessary, teaching, leadership and professional business support Monitor quality improvement within each academy at each key stage Monitor progress toward the annual priorities in the TIDP	Complete regular evaluation of the TIDP and SIDPs in conjunction with the Headteachers Oversee training and development of staff to ensure quality first teaching, effective assessment and target setting, regular monitoring, and quality intervention	Work with the Headteacher and the Trust to drive continuous improvement Monitor quality improvement within the academy Monitor progress toward the annual priorities in the SIDP	Complete regular evaluation of academy effectiveness and SIDP in conjunction with the CEO Deliver the SIDP

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
Key Performance Indicators	Approve Trust KPIs Review Trust performance against KPIs and ensure corrective actions are in place.	Agree KPIs and targets for all Trust Academies and recommend to the Board and ensure performance and corrective actions are in place for the Academy to achieve KPIs Report performance of Trust academies to the Board including proposed corrective actions	Monitor performance and corrective actions to achieve KPIs	Deliver against the agreed KPIs and report performance to the LGB and CEO including proposed corrective actions
Curriculum	Ensure that the delivery of the curriculum translates into effective outcomes for the pupils, including those with special educational needs and/or disabilities and ensure that the Equality Duty is met Ensure procedures are in place for statutory reporting to parents and for systematically seeking and considering their views	Monitor the quality of education Ensure the curriculum meets the legal requirements for children with special educational needs and/or disabilities	Monitor and report on the contribution of the curriculum to pupils' outcomes and SMSC development	Develop and deliver the agreed curriculum Monitor the quality of provision Ensure the curriculum meets the legal requirements for children with special educational needs and/or disabilities Ensure that parents received statutory reports

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
LAC	Ensure that statutory requirements in relation to LAC and PLAC have been met	Ensure that academy has appointed and trained a designated teacher for LAC/PLAC	Monitor and report on the effectiveness of the academy's provision for LAC/PLAC	Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and post-LAC and that they undertake appropriate training
SEND	Review effectiveness of SEND provision and monitor corrective actions trust wide	Monitor and report effectiveness of SEND provision and propose corrective actions if needed	Monitor and report effectiveness of SEND provision	Deliver improved educational outcomes based on good use of GAG and SEND funding Report on effective use of SEND funding to LGB and CEO
Pupil Premium	Review effectiveness of Pupil Premium and monitor corrective actions trust wide	Monitor and report effectiveness of Pupil Premium spending and propose corrective actions if needed	Monitor and report effectiveness of Pupil Premium spending	Deliver improved educational outcomes based on good use of Pupil Premium Report on effective use of Pupil Premium to LGB and CEO
Sports Premium	Review effectiveness of Sports Premium spending	Monitor and report effectiveness of Sports Premium spending	Monitor and report effectiveness of Sports Premium spending	Deliver improved outcomes based on good use of Sports Premium Report on effectiveness of Sports Premium to LGB and CEO

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
Collective Worship	Monitor compliance	Monitor compliance	Monitor and report that collective worship within the academy meets statutory requirements and is in line with the academy ethos	Deliver appropriate collective worship
Admissions	Approve admissions policy	Develop and propose admissions policy		Manage admissions decisions
Pupil Issues (attendance, exclusions, punctuality, discipline)	Review specific issues	Present specific issues to the Board Provide guidance to LGBs and Headteachers on specific issues	Review reports from the Headteacher and escalate any specific issues	Ensure that pupil issues are dealt with in line with the Trust's policies. Report to LGB and CEO any specific issues
Ofsted	Engage with Ofsted on Trust and academy inspections Monitor progress against Ofsted areas for development Respond to Ofsted and other commissioned reports where necessary	Ensure that the Trust is prepared for inspection and manage the process. Support Directors, LGBs and Headteachers in individual Academy inspections Monitor progress against areas for improvement	Engage with Ofsted during inspection Support the Headteacher in responding to findings and monitor progress against areas for improvement	Ensure that the academy is ready for inspection and manage the process with the support of the CEO Report on progress against areas for improvement
Monitoring	Monitor achievement by comparing with a range of Key Performance Indicators (KPIs) and benchmarking to bring	Monitor and compare each academy's performance with a range of Key Performance Indicators (KPIs) and benchmarking to	Review the academy's DfE Performance Tables. Scrutinise and compare academy data with national test results and benchmarks,	Conduct frequent, regular monitoring of the quality of education, pupil outcomes, and pupils' personal

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
	<p>about improvements in performance</p> <p>Undertake programme of Monitoring Visits</p> <p>Receive reports on the impact of PHSE, Collective worship, sex and relationships education and SMSC</p>	<p>bring about improvements, including that of:</p> <ul style="list-style-type: none"> • Pupil premium pupils • pupils relative to their starting points • SEND attendance • pupils at risk of under achievement 	<p>including attainment and progress of SEND and Pupil Premium students</p> <p>Monitor impact of PSHE, Collective worship, Sex and Relationships Education and report to CEO</p> <p>Monitor pupils SMSC development and report to CEO</p>	<p>development, behaviour and welfare.</p> <p>Report findings to CEO and LGB</p>
FINANCE				
Financial Governance	<p>Ensure General Annual Grant (GAG) is spent appropriately and outcomes are appropriate</p> <p>Ensure additional funding (Pupil Premium, Sports Premium, High Needs Funding, Capital, Nursery funding, Recovery Premium) is spent appropriately and outcomes are appropriate</p> <p>Review each academy's Finances regularly</p> <p>Ensure all company annual accounts and reporting requirements are met</p>	<p>Ensure that the financial responsibilities of the Board are correctly discharged</p> <p>Present financial information and reports to the Board of Board as required</p> <p>Ensure Trust's Whistleblowing policy is understood, and use encouraged</p> <p>Ensure Trust is in compliance with Academies' Financial Handbook</p>	<p>Monitor that the Trust's Whistleblowing policy is understood and is effective and encourage its use.</p> <p>Monitor that additional funding streams are spent effectively and outcomes are appropriate</p> <p>Follow Trust policy for signing and authorising payments</p>	<p>Ensure Trust's Whistleblowing policy is understood, and use encouraged.</p> <p>Ensure academy is in compliance with Academies' Financial Handbook</p> <p>Ensure additional funding is spent appropriately and outcomes are appropriate</p> <p>Follow Trust policy for signing and authorising payments</p>

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
		Ensure additional funding is spent appropriately and outcomes are appropriate Follow Trust policy for signing and authorising payments over £10,000		
Budget Setting, control and Strategy	Approve the budget plan for Trust and all academies to meet TIDP and SIDPs	Prepare and monitor the Trust central spend and academy budgets and forecasts Recommend Trust and academy budgets to the board. Manage bids for all premises related funding	Receive the final budget for comment prior to its approval by the Board	Prepare academy budget with the COFO to present to the LGB and Board
Budget Control	Monitor the Trust's finances and ensure that policies and procedures promote sound budget control Accountable for the budgeting for the Trust and spend monitoring	Recommend Trust and academy budgets to the Board Prepare monthly management accounts and exceptions for Trust and each academy Ensure internal controls systems are appropriate and maintained		Monitor and manage the academy budget, making revisions in conjunction with COFO and reporting to LGB and Board
Approval to accept a	Approve tender process over £100,000	Approve quotes and tender process between £20,000 and £100,000		Approve quotes up to £20,000

	BOARD OF DIRECTORS	CHIEF EXECUTIVE OFFICER (inc. Accounting Officer and Chief Operations & Finance Officer)	LOCAL Governing Body (LGB)	HEADTEACHER
quotation (budgeted)	Refer contentious or novel contracts to ESFA	Refer contentious or novel contracts to ESFA		(for quotes above £5,000 – in agreement with COFO)
Audit	Approve the Trust audit annually	Monitor audit findings and resolutions with Risk and Audit Committee Support academies in responding to audit findings	Monitor audit findings Review External Audit reports and comment on recommendations.	Implement recommended corrective actions following audit

Redstart LGB Meeting Extract

*(*for in session activity – you do not need to read it in advance of the session)*

Start of transcript.

Clerk. I have just received a message with apologies from Domnick. He is stuck on the M1 due to a huge crash, and he is not sure whether he will make it but has said he will text me an update if it clears. Is everyone happy to accept his apologies?

(Everyone nods their head).

Clerk. Just to confirm, you are still quorate. So, I have received one written nomination from Boris for the position of chair, thank you Boris. Can I just confirm that there were no other nominations for the position of chair?

(Silence).

Clerk. Ok then Boris would you mind just stepping out for a minute while the vote takes place?

Boris. Do I really need to? I am the only person willing to do this. Let's just be done with it.

Clerk. All nominees do need to leave the room for this, so it would be better if you did please.

(Boris leaves the room).

Clerk. This is an opportunity for the LGB to discuss the position of LGB and if they are happy with the nomination and then to vote.

Kumud. I really don't want to take on the responsibility, but it is probably time for a change. I think Boris is still upset about having to join the trust and can be very negative at times. Would anyone else be prepared to stand?

Goisha. Maybe next year after I have retired – I am just too busy with work right now. For now I think we probably need to go with Boris. Could we maybe add this to the summer term agenda so we can discuss succession planning?

Clerk. Yes (makes a note)

Clerk. Anyone else? (Everyone shakes head).

Clerk OK so if you could just write yes or no on the ballot papers I have provided I will collect and count them.... Clerk counts.... OK everyone Boris has been elected as Chair by a majority vote for another year, I will bring him back in.

(Boris returns to the meeting)

Clerk. Boris you have been voted in as Chair, I will notify the trust. Let's move on to the election of Vice Chair...

End of transcript.

3. PowerPoint slide set

NGA
For Schools & Trusts

Clerking Essentials: a practical introductory programme for clerks

Session 3: Running your first meeting - LGB

 **Please note:** this session is being recorded by the facilitator and will be made available to you and participants who were unable to attend for a limited time afterwards.

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Workshop protocols and tips - reminder

```
graph TD; A[Please participate fully] --- B[Asking questions]; A --- C[Phones/ devices on silent]; B --- D[Confidentiality]; C --- E[Come prepared]; D --- F[Breakout room protocols]; E --- F;
```

The diagram is a circular mind map with six nodes connected by lines. The nodes are: 'Please participate fully' (red), 'Asking questions' (orange), 'Phones/ devices on silent' (blue), 'Confidentiality' (blue), 'Come prepared' (orange), and 'Breakout room protocols' (red).

NGA
For Schools & Trusts

An outline of today's session



Today we will look at practical ways and useful tips on how to

- work with your chair, headteacher and any other relevant key stakeholders to arrange an LGB meeting
- use your trust's constitutional and internal governance documents to ensure compliance with the rules and good practice
- LGB decision making and quorums
- help manage conflicts of interest
- support the election, appointment and retirement of governors and chair
- minute an LGB meeting
- keep necessary LGB records
- help meet information publication requirements

We will be using the documents and tasks that were provided prior to the session

The Redstart case study

- Throughout this session you will use the Redstart LGB case study to provide some realistic context
- The case study assumes that you are the new clerk for an LGB coming up to its first board meeting
- Using the case study facts and documents and working alone and in groups you will work through the three stages **pre meeting**, **meeting** and **post meeting** completing activities and providing advice that you might expect in practice

Case study facts

Will summarise the facts and circumstances on which the activity is based

Activity

Explains the questions and tasks you are asked to complete

What professional skills will you be using?



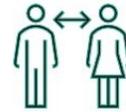
document analysis



research



problem solving



relationship building



planning



drafting and writing



advice & guidance



communication

1. Setting up your first LGB meeting

- Agenda creation and who to work with
- What items to include
- Accompanying paperwork
- Convening the meeting



Governance works through a schedule of meetings

Before we look at your first meeting, let's consider what might impact on the timing of the LGB meetings

- **The school calendar** - term time only, school hours
 - **Set timeframes** - for example, meeting deadlines and windows set by the trust, school data drops, budget deadlines
 - **Availability** - of key people ie principal/headteacher/senior executive lead, chair, clerk, school business manager, members of the central team
- Forward planning is key - consider when to set dates and what needs to be discussed when - annual calendar of meetings/ governance planners etc

Case study

In the handover email, Mo explained that you would need to set the rest of the LGB meeting dates for the year at some point.

Group activity

1. As an LGB what might impact on the timings of your LGB meetings?
2. How might you approach setting the dates?



Planning your first agenda

Case study

Mo, the previous clerk explained that you would find the agenda items on the trust governance planner for LGBs

Group activity

Using this planner consider

1. When you might want to get the draft agenda out and to whom and who contributes to this
2. How might you order and word the agenda items (thinking about the purpose of the item and what needs to be done or achieved)
3. Do you think you should seek advice about the request from the LGB chair, Boris, for finance reports and the SBM attending? If so, who would you ask?

Agenda wording



Convening the meeting - advance paperwork

Case study

It is 4 days before the meeting. You sent out the agenda and all the papers that you had received 7 days in advance but despite several reminders, the headteacher has still not provided you with her report and has said she will just table it at the meeting.

Group activity

1. What would you do in this situation and what source/s of information would you base this on?
2. Whose responsibility do you think it is for all the papers to go out on time?
3. Should you as clerk be expected to chase the headteacher and SLT for late papers?
4. What might the clerk do to help to avoid papers coming out late?



Outstanding actions from the previous meeting

Case study

Mo asked you to complete an outstanding action she had been allocated, which was to update the LGB meeting attendance register for the academic year.

Group activity

1. Where would you find the information needed to update the register?
2. Do you know what needs to be done with the register once it is completed?
3. If not, who could you ask?



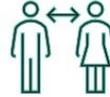
2. At the meeting

- The room set up and who's who
- Late paperwork
- Decision taking
- Election of the chair and vice chair
- Managing conflicts of interest
- Note taking



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Getting to know the governors



Case study

Your first LGB meeting is coming up in two week's time.

So far, you have only met the chair and the headteacher. The LGB has seven local governors in post (including the headteacher) and one vacancy. The deputy headteacher is also expected to attend the meeting. The CEO has a slot to talk about Ofsted as the school is in the Ofsted window and the new parish vicar will be attending to introduce herself.

Activity

Consider the two questions on the right and

- why these questions are important
- if and how this provides an opportunity for you to demonstrate your professionalism
- how you might help manage things to facilitate an effective board meeting
- what a sensible room placement would look like

Who's who and role?

Who has voting rights?

Getting the room right

You arrive early for the meeting and the room being used, the staffroom, looks like this.

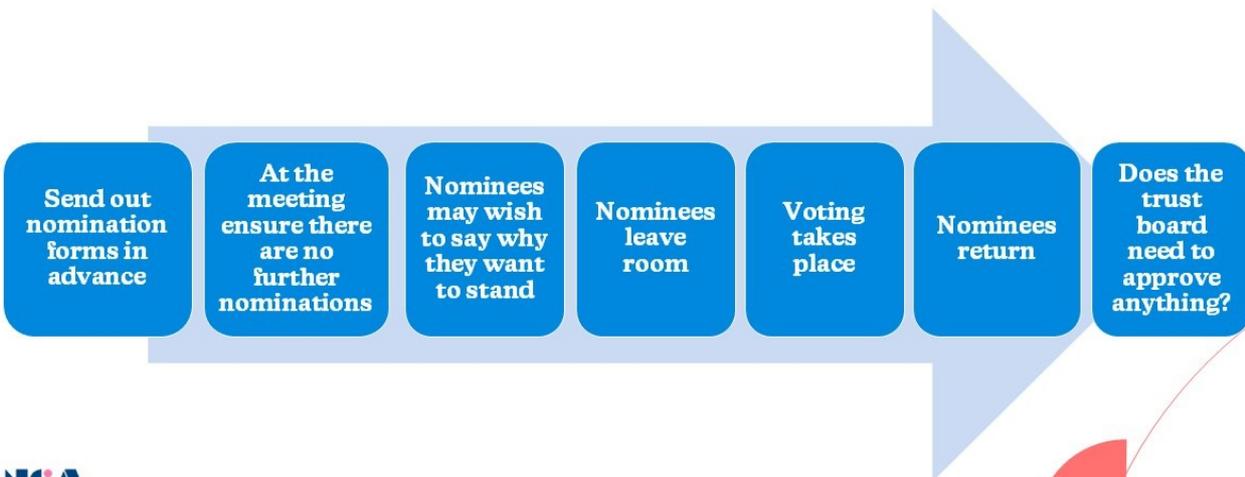
What might you suggest?

In terms of seating arrangements who do you think you should sit next to?



During the meeting - procedures

It's time to elect the chair and vice chair. As an LGB, the LGB terms of reference and/or trust scheme of delegation should set out some information around this which you will need to follow and in some cases the articles of association also. For now, or in the absence of any process given by the trust, let's have a practical look at a suggested process.



Election of the chair and vice chair

Case study.

The meeting comes around and you have not received any nominations for the position of chair or vice chair, despite sending out the nomination forms and a reminder.

Group activity

1. Does the fact that you have not received any nominations mean the current chair and vice-chair just continue in their role?
2. How would you approach this situation?
3. How should the vote be conducted?
4. What would you do if no-one wanted to take on the role?



Dealing with the unexpected

Case Study

The meeting comes around.

No apologies have been received. Two governors do not turn up.

On the day of the meeting the headteacher tables her report, even though you had chased her for this multiple times.

There were 3 unexpected items of AOB raised and the chair also allowed the meeting to go off topic on several occasions. This all resulted in the meeting running to 3 hours and you could see some governors becoming disengaged.

Group activity

1. Could these things have been avoided and what are you basing your answers on – is there any legislation or internal governance rules that you could refer to?
2. How might this be addressed for future meetings and how might you go about this?



Dealing with the unexpected

Case Study

As the LGB is fairly new, there are no terms of office ending soon. However, at the meeting, the parent governor Domnick announces that this will be his last meeting as he has had a promotion at work and will be travelling more frequently.

The Chair turns to you and asks what the process is for getting a new parent governor on board.

Group activity

1. Where will you find this information for Redstart?
2. If you do not know the answer, how do you think you could respond?
3. Looking at the membership information, do you foresee any potential issues with regard to the terms of office?



How to manage a conflict of interest during the meeting

Case study

Under AOB, the headteacher reports that the current deputy headteacher has just resigned so an interview panel will be need to be set up and she will need two governors to sit on the panel.

The headteacher says that one governor, Danielle, has a conflict of interest as she has declared that her daughter works in the school office, therefore will not be eligible to sit on the panel as she is related to a member of staff.

Group activity

1. Is the headteacher correct with what she is saying – is this a conflict of interest?
2. Where would you find the information about the LGB's delegated responsibilities regarding the recruitment of the deputy headteacher?

Note: as this is a trust the permitted levels of delegation are set out in trust documentation.

Conflicts of interest



The meeting - quorum and recording decisions

Case Study

This first meeting has a packed agenda and there are several decisions that you will need to clearly record for the minutes. For the AOB item it was suggested that Danielle had a conflict of interest.

Group activity

1. If Danielle **did** have a conflict, for instance it was known her daughter would be applying for the role, how would you advise the chair as to how this was managed in the meeting?
2. Looking at the agenda items can you identify at least 3 things that you will need to record a decision for?
3. How do you think these decisions should have been reached during the meeting - and where will you find this information for Redstart?



The meeting - making your notes

Remember, when you are at the meeting you are not taking minutes, you are taking notes. You will have watched the module “How to: minute a meeting effectively”. This set out what must/should be captured in the minutes and what should not be recorded.

When you are new to clerking, it can be tempting to try and write down every word. However, this is likely to result in the final product being a verbatim record *rather than a summarised record of the meeting capturing key points*.

Let’s have a look a few key skills you may need to develop to help you produce good notes leading to a robust set of minutes

Preparation

Active listening

Summarising

Attention to detail



The meeting – making your notes

Case Study

In the pre-work bundle you were provided with a short transcript from the first meeting.

Group activity

Using the transcript, consider and agree in your groups what information you would need to capture in your notes for inclusion in the minutes

Minute
exemplar



3. After the meeting



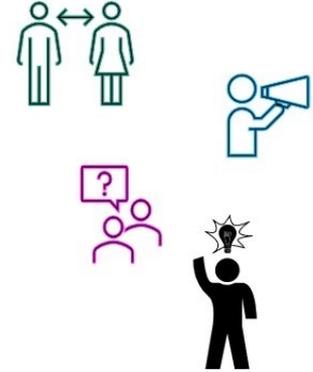
Meeting review

Case Study

The meeting at Redstart was a little challenging as the agenda order was not kept to and there were sometimes multiple discussions happening at once which tended to run on. This made your note-taking challenging and resulted in an overly long meeting. As this was your first meeting with Redstart, it might be helpful to meet with the chair (this could be online) to discuss how the meeting went and how you might want to approach the conversation

Group activity

In your groups, considering all the information you have been given, what sort of things might you wish to discuss with the chair?



Reviewing meetings

The minutes

Case Study

There is a process to follow after an LGB meeting. After this first meeting with Redstart, you will need to draft a set of minutes from the meeting, which will need to be provisionally approved before the next meeting

Group activity

1. Who should you send the minutes to and by when?
2. What happens to the minutes once they have been provisionally approved and when do other governors get to see them?
3. How might you ensure that all those attending - and not attending - are aware of their actions?
4. Who is responsible for formally approving the minutes?
5. Who should the minutes be sent to?

The minutes



Post meeting actions for the clerk to consider

Case Study

After this first meeting, as well as reviewing the meeting and producing and circulating the minutes there will be other actions you need to carry out as the clerk

Group activity

Try and think of at least 3 actions you will need to take following on from this particular meeting at Redstart Academy. It might be useful to consider the following areas

1. Changes to responsibilities
2. Updating governance records
3. Publishing requirements

Circulate actions log

In this session you have used and applied

Internal governance documentation set out by the trust

- LGB Membership Record
- LGB Planner
- Code of Conduct
- LGB Terms of Reference
- Scheme of Delegation
- Meeting minutes extract (actions)



Next steps

Well done, you have now completed the Clerking Essentials programme - we hope that you have enjoyed it and found it helpful and wish you good luck in your clerking career.

Please ensure that you now take time to:

1. Reflect upon your learning on the programme and consider how you will apply this to your clerking practice
2. Check that you have completed your e-learning to be eligible for the Certificate confirming your successful completion of the Clerking Essentials Programme

Looking ahead to your clerking practice, we would recommend that you consider undertaking the Level 3 Certificate in the Clerking of School and Academy Governing Boards

