

**QUEEN ELIZABETH'S GIRLS'
SCHOOL
BOARD OF TRUSTEES'
HANDBOOK**



Founded in 1888

2018 / 2019

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Our Values

Wisdom Integrity Courage Resilience Creativity Courtesy Respect

The central aim of the school is to encourage the development of each girl's inner resources, so that she acquires the wisdom and integrity to make positive choices in a rapidly changing world.

Most importantly, girls to leave our school as well-qualified, confident, caring and happy members of their community, equipped to be capable of supporting themselves financially, contributing economically and socially to wider communities.

We strongly believe that each student should pursue excellence and develop their talents in academic, creative, physical and social skills.

We provide an environment in which learning can flourish and be enjoyed not just as a means to good academic results but as an interest for life, motivated by the school's commitment to provide the girls with access to a full range of study and enrichment experiences.

Our Curriculum

To develop, sustain and annually review a rich, broad, balanced and rounded curriculum which:

- Creates an aspirational, high-achievement culture
- Takes into account individual needs and styles
- Develops resilience in academic study, supports wise choices and fosters good physical and mental health
- Unlocks the potential of all students regardless of their background
- Raises standards of attainment across all subjects and promotes female representation in science, technology, engineering and maths careers.
- Actively promotes equality and diversity in the local and wider community and engenders mutual respect and tolerance of those with different faiths and beliefs.

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The Three Core Functions of Governance

Ensure clarity of vision, ethos and strategic direction

Hold the executive to account for the educational performance of the trust and their pupils, and the performance management of staff

Oversee the financial performance of the trust and make sure its money is well spent

Link to Governance Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

Link to Academies Financial Handbook

<https://www.gov.uk/government/publications/academies-financial-handbook>

The Seven Nolan Principles of Public Life

1. Selflessness: Holders of public office should act solely in terms of the public Interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
2. Integrity: Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
3. Objectivity: In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
4. Accountability: Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
5. Openness: Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

6. Honesty: Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
7. Leadership: Holders of public office should promote and support these principles by leadership and example.

Board of Trustee meeting dates 2018/19

AUTUMN TERM

FBT	Tuesday 25 September 2018
F&P	Tuesday 16 October 2018
F&P	Monday 5 December 2018
FBT & AGM	Tuesday 11 December 2018

SPRING TERM

FBT	Tuesday 5 February 2019
F&P	Monday 25 March 2019
FBT	Tuesday 14 May 2019

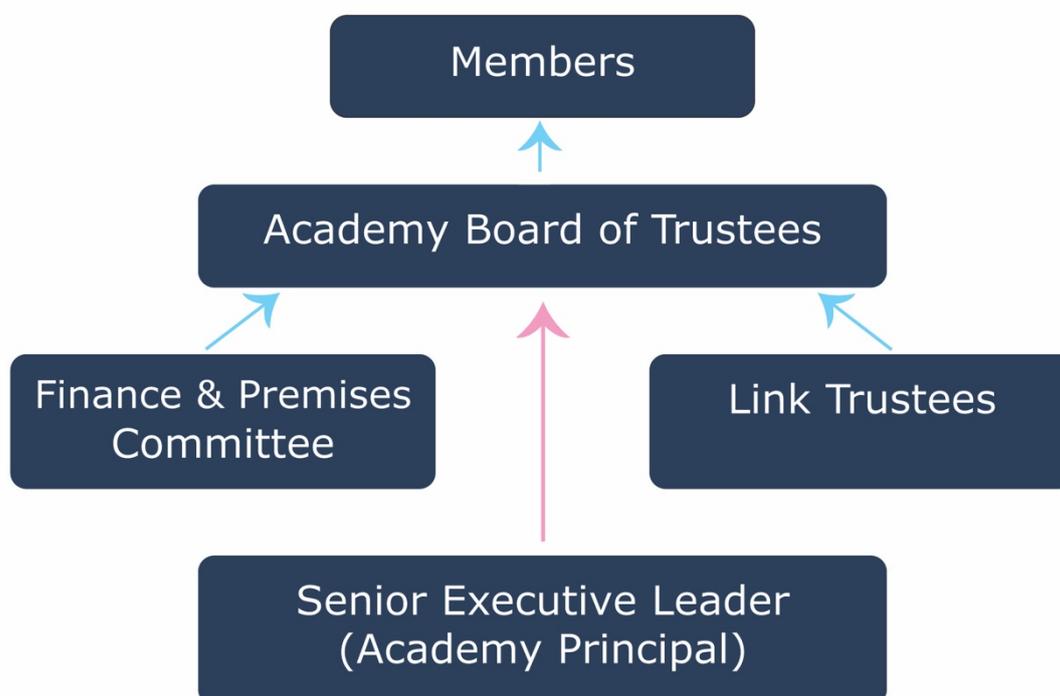
SUMMER TERM

F&P	Monday 24 June 2019
FBT	Tuesday 9 July 2019

Other Committees

PAY Committee	Wednesday 31 October 2019
HTPR	Friday 30 November 2019
Admissions Committee	Finance Committee / email for rec to Dec FBT

Structure of Governance



Governance structure and lines of accountability

The academy trust board of trustees delegates responsibility for the day-to-day running of the academy to the principal. The trustee board will hold the principal to account for the performance of the academy. The principal in turn holds other members of the senior leadership team to account by line managing them.

The principal will report to the board on the performance of the academy, although this will be supplemented by the monitoring of trust board committees and individual trustees with any delegated responsibilities.

The principal is performance managed by the trust board.

Roles and Responsibilities:

The Role of the Members

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.

While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be trustees. Under model articles employees are not allowed to be Members.

The Role of the Trustees

The academy 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.

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 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:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the trust and their pupils, and the performance management of staff
3. 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 Trust Board Committees

The Academy Trust of Queen Elizabeth's Girls' School has a Finance & Premises Committee to which the board delegates financial scrutiny and oversight.

The Trustees may also delegate responsibilities to other committees or to individuals as appropriate.

The membership (at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference.

The Role of the Senior Executive Leader

The principal has the delegated responsibility for the operation of the trust.

The principal 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 principal leads the senior leadership team (SLT) of the academy trust. The principal will delegate management functions to the SLT and is accountable to the trust board for the performance of the SLT.

If the principal is also a Trustee they are entitled to participate in votes and committees of the Board of Trustees.

Our Members

Professor Ashley Braganza is deputy dean of Brunel University London's College of Business, Arts and Social Sciences and professor of organisational transformation at Brunel Business School. His research and consultancy expertise covers the development and implementation of strategy. He has won a number of grants over the years, most recently with UKIERI, to create a curriculum for employability skills for mainstream and special needs students. He has published three books and over one hundred papers.

Alison Davis has worked in IT roles in the pharmaceuticals and life sciences sector for 31 years, 17 of them as CIO. Since November 2013, she has been the CIO for the Francis Crick Institute. Her work in leading the team that set up the IT capability for the Crick was recognised with the Women in IT 2018 CIO of the Year award. Alison is mum to a teenage son and daughter. She is also a trustee at her son's state grammar school. She is enthusiastic about encouraging women to follow careers in STEM subjects in general and IT in particular.

Royden Gothelf (Chair of Members) has been on the governing body since 2007, as a parent trustee and as a co-opted trustee, and in 2018 moved from being a trustee to a member of the governing board. Royden has lived in the local area since 1986 and was previously a trustee at Cromer Road School. Professionally, Royden works in areas of IT enabled business change in commerce and education. Royden is a chartered IT professional.

Debbie Lane has been on the governing body since 2006, first as a parent trustee and now co-opted and has moved from being a trustee to a member of the governing board. Her two daughters both attended the school. She currently works as a gardener and designer but has a background in computing and a degree in modern languages. As well as having been chair of a local drama group she is involved in many other ways, including acting and directing. Debbie has served as chair of the welfare committee and sat on both the finance & premises and achievement & behaviour committees.

Our Trustees

Dr Susan Cottam joined the governing body as a parent trustee in 2015; her daughter started at the school in the same year. Susan is a clinical psychologist employed by the Tavistock and Portman NHS Foundation Trust. She works for a community service in Camden for disabled children and their parents, where her clinical role involves supporting children's and young people's emotional wellbeing, behaviour and learning. She is also a consultant volunteer in a new charity to support adult mental health in central London. Susan retrained as a clinical psychologist in 2008 after working as an account director in two corporate design agencies. Dr Cottam is our link trustee for safeguarding and SEN.

Rebecca Hanley (Chair of Trustees) is a parent trustee and BBC TV news producer. She was possibly the BBC's worst local radio bulletins newsreader due to her inability to pronounce Greg Rusedski. Highlights of the 1990s include interviewing the Prime Minister, John Major, meeting Yoko Ono and forcing Vic Reeves and Bob Mortimer to leave the bar to play a game of scrabble for Children in Need. Work-wise she has spent the 21st century at computers assigning jobs to reporters and putting together running orders. In 2018 she led the BBC London team to win the BBC Ruby award for the best news programme. She is proud to say her two daughters are students at QE Girls. Rebecca is our link trustee for data.

Lisa Hartshorn is deputy company secretary at Next Fifteen Communications Group plc, an AIM-listed data and technology-led marketing group. She has nine years' experience advising FTSE 100 and FTSE 250 boards, board committees, executive management teams, and subsidiary boards on a wide range of UK and international, company secretarial and legal matters in the retail, financial services, commodities, engineering consultancy, and mobile satellite communications industries including at Halfords Group plc, The Co-operative Bank plc, Tesco plc and Inmarsat plc. As well as a degree in maths from the University of Edinburgh, Lisa has LPC status having studied law at Strathclyde University and the University of Law.

Alan Jenner (Vice Chair of Trustees) joined the governing body in 2014 as a parent trustee, having served on numerous governing bodies both as a parent and member of staff. He worked in the state education system, initially as a teacher and latterly as a head teacher, supporting schools who found themselves in challenging circumstances. More recently he has supported schools in the appointment process of senior staff. Alan has lived in Barnet for the last 40 years and his daughter attends the school. He is currently chair of a charity which aims to support vulnerable young people and adults, not in education or employment, through equestrian related programmes. He is vice chair and link for teaching and learning and staffing.

Bhavin Mistry is a management accountant (CIMA qualified) and head of finance operations at recruitment company, Alexander Mann. Being an accountant in a commercial environment, he has had input in to many strategic decisions which fundamentally shifted the direction of business areas. He has a degree in Management and Systems from the Cass Business School, City University. He has a keen interest in education and wishes to “give back” in the most effective way through being a trusted finance business partner.

Uzo Nwamu is a senior engineer with Vodafone UK and has worked as a project technical lead in previous roles. She has a background in electrical and communication engineering and has had a career in the telecommunications industry for about ten years, having started as a data design engineer. Uzo holds an MSc degree in petroleum engineering and is a member of the Society of Petroleum Engineers. She actively participates in promoting the study of engineering and visits schools to encourage the next generation of girls in particular to consider a career in engineering. Uzo is our link trustee for science.

Rebecca Peer is a mother of a daughter in year 10 and a lawyer. She has wide ranging legal experience including in public law and employment law. She has strong analytical skills. She believes it is important for all girls to aspire to and achieve their potential and for all parents and staff to support them in the ways they are able. Rebecca is our link trustee for policies & equality.

Hannah Ross is a lawyer working in the Financial Conduct Authority's general counsel division, within their insurance, product intervention and redress team. Before that she was with Clifford Chance as a senior associate. She held various editorial positions with the Cambridge student newspaper before joining their board of directors. She was also welfare officer for Magdalene College. Hannah is our link trustee for humanities and policies.

Carrie Scott (Chair of Finance and Premises) is a team inspector with the Financial Reporting Council (FRC) in the UK and previously worked in the audit and accounting practice at KPMG London. She has a background in auditing FTSE100 investment banking, wealth management and insurance companies and previously lived and worked in Bermuda and Los Angeles, California. Carrie studied history (honours) at University of California, Los Angeles (UCLA) and is ACA registered with the ICAEW. She has a keen interest in education and microfinance, previously serving as the treasurer / a trustee of Microfinance Club UK. Carrie is our link trustee for finance and the sixth form.

Violet Walker (CEO / headteacher) began her career in education as a mathematics teacher in 2001 after two previously successful careers in accountancy and psychotherapy. She has achieved the National Professional Qualification for Headteachers. Violet was accredited as an Advanced Skills Teacher in Mathematics in 2004 and is an LLC coach and an accredited specialist leader of education. In 2006 Violet set up a new sixth form, judged outstanding from its first inspection. Alongside her role as head of sixth form and assistant

headteacher at an outstanding school in Harrow, Violet worked with the National College as part of the London leadership strategy to develop teaching across Greater London and to write and deliver a programme to build capacity in sixth forms in Greater London and Greater Manchester schools and sixth form colleges. Violet was seconded for a period in 2011, as a deputy headteacher, to an outstanding school in the Royal Borough of Kensington and Chelsea, to support the development of the leadership team and improvements in mathematics. In 2012, as a specialist leader of education and sole deputy headteacher, Violet joined a school in Ealing which had been placed in special measures three months earlier. She supported the headteacher to take the school out of special measures in a year. Violet's areas of responsibility included the curriculum, quality assurance of learning and teaching and data triangulation, professional development of staff, staffing and performance management. Violet was key to the improvement of the school which was judged to be good, two years later, in the summer of 2015.

Philip Wright is a professionally registered chartered engineer, a fellow of both The Institution of Engineering & Technology and The Institute of Directors. He joined the board of trustees in May 2019, after 20 years' service as chair of governors at Courtland School in Mill Hill Barnet.

Philip has 40 years of business experience, both in the creation of hi-tech products and establishing new markets around the world. He retired from The Aldenham Foundation/School in late 2018 where he was chief operating officer and The Foundation's chief technical officer. Prior to joining Aldenham he was a founder and board director at Aspect Telecommunications Limited, and before Aspect, he worked at Datapoint Corporation and GEC.

Philip is also a liveryman of The Engineers' Company in the City of London, a STEM ambassador volunteer for the London Hub and group chairman for a scout troop in Barnet.

Our Clerk

Robert Hawker has worked in education for nearly 30 years starting out in higher education student recruitment and marketing. He gained an MBA in higher education management from UCL Institute of Education where, among other things, he developed an interest in educational governance. He served as a parent governor at his children's primary school for nine years. During his tenure he chaired both the premises and personnel committees and was on the headteacher's performance management group. He was a member of a dynamic board that moved the school from unsatisfactory to outstanding. It proved to be a great experience. Besides being the clerk for Queen Elizabeth's Girls'

School, he also clerks for two other schools and works part-time as the marketing director for an education services company.

Trustees: Committees & Links

Names	Term End	FBT	Finance	HTPR
Dr Susan Cottam (Parent Trustee)	18/11/2019	Y		
Ms Rebecca Hanley (Parent Trustee)	18/11/2019	Y (Chair)	Y	Y
Ms Lisa Hartshorn (Trustee)	11/12/2022	Y		
Mr Alan Jenner (Parent Trustee)	10/12/2019	Y (Vice Chair)	Y	Y
Mr Bhavin Mistry (Trustee)	11/12/2022	Y	Y	
Ms Uzo Nwamu (Trustee)	11/12/2020	Y	Y	
Ms Rebecca Peer (Parent Trustee)	27/03/2021	Y		
Ms Hannah Ross (Trustee)	04/02/2022	Y		
Ms Carrie Scott (Trustee)	04/02/2022	Y	Y (Chair Finance & Premises)	Y
Mrs Violet Walker (Trustee and Headteacher)	11/12/2022	Y	Y	
Mr Philip Wright (Trustee)	13/05/2023	Y	Y	

Name	Admission	Pay Committee	LINK – for more detail see pages 30 and 41
Dr Susan Cottam (Parent Trustee)		Y	SEN and Safeguarding
Ms Rebecca Hanley (Parent Trustee)	Y		Data / Trips
Ms Lisa Hartshorn (Trustee)			
Mr Alan Jenner (Parent Trustee)		Y	T&L / Staffing
Mr Bhavin Mistry (Trustee)			
Ms Uzo Nwamu (Trustee)			Science
Ms Rebecca Peer (Parent Trustee)			Policies Behaviour and Equality; Careers
Ms Hannah Ross (Trustee)			Policies & Humanities
Ms Carrie Scott (Trustee)	(Y) cc in correspondence	Y	Sixth Form & Finance
Mrs Violet Walker (Trustee and Headteacher)	Y		
Mr Philip Wright (Trustee)			H&S

Useful school email contacts

Headteacher	Violet Walker	v.walker@qegschool.org.uk
Deputy Head	David Jones	d.jones@qegschool.org.uk
Deputy Head	Martin Duffy	m.duffy@qegschool.org.uk
Head KS5	Lindsey Southwell	l.southwell@qegschool.org.uk
Assistant Head	Tracie Parker	t.parker@qegschool.org.uk
Assistant Head	Justin Haines	j.haines@qegschool.org.uk
Assistant Head	Deepika Makkar	d.makkar@qegschool.org.uk
Assistant Head	Kenneth Laing	k.laing@qegschool.org.uk
Finance Manager	Sej Shah	s.shah@qegschool.org.uk

The general contact is office@qegschool.org.uk and the office will forward any other emails as needed.

FBT Calendar incorporating A&B & Staffing

- Five meetings each year
- FBT to begin with headteacher's report and check through the SDP.
- Any RAGS to the SDP be evidenced to FBT.
- Draft minutes to be completed and circulated to all trustees within seven working days.

<p>Autumn Term Meeting 1 September/Oct</p>	<ul style="list-style-type: none"> • Receive report from HT • Admissions update • Monitoring of exam results/outcomes at, GCSE, A level and KS3 evaluate progression between key stages • Analyse performance data - evidence from ALPS / Progress8 / Attainment/Destinations (Y11 12 13 outcomes) • Clarify objectives for the year ahead (monitor and revise SDP / School SEF) Target groups - disadvantaged / PP etc; Pupil premium & other target groups across years • Update to staffing / staffing structures if required • Review schedule of policies for review during year ahead • Review trustee visits • Review behaviour/exclusions for previous year • Review attendance of staff pupils and trustees • Review of policies • Agree timings for surveys of staff / parents / pupils • Check edubase / register of interests / DBS is up-to-date • Any part 2 matters
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<p>Autumn Term</p> <p>Meeting 2</p> <p>December</p>	<ul style="list-style-type: none"> • Receive report from HT • Monitor and revise SDP / update SEF • Whole school target setting • Data tracking for exam cohorts and outline of whole school progress • Review of Curriculum policy • Review of Behaviour policy • Receive trustee visits • Approve Recommendations on pay progression for approval following completion of performance management cycle • Approve Approach to local authority unified pay and conditions • Approve accounts to recommend to AGM (ex F&P) • Receive annual report to recommended to AGM(ex F&P) • Draw up freedom of information publication scheme • Receive recommendation from admissions committee (PAN) <p>Any part 2 matters</p>
<p>Spring Term</p> <p>January/Feb</p> <p>Meeting 3</p>	<ul style="list-style-type: none"> • Receive report from HT • Monitor and revise SDP/update SEF • Analyse performance data ASP (Raise data); comparison with similar schools using performance table data, dashboard, etc • Note amendments of SEF following ASP (Raise) • Progress against targets of exam cohorts • Review trustee visits • Monitor exclusion • Review careers advice • Review of policies • Receive trustee visits reports • Public sector equality duty <p>Any part 2 matters</p>

<p>Spring/Summer Term</p> <p>April</p>	<ul style="list-style-type: none"> • Receive report from HT • Monitor and revise SDP / update SEF • Tracking student progress in years 11 and 13 • Proposed staffing structure for next academic year: teaching and support staff • Curriculum update • Final decision re local authority unified pay and conditions. (Report on performance management cycle) • Pay policy and performance management policy • Receive trustee visits reports • Update in admissions • Receive staff survey • Review policies • Any part 2 matters [Include pay scales review part 2: heads of year, heads of department, TLR payments]
<p>Summer Term</p> <p>July</p>	<ul style="list-style-type: none"> • Receive report from HT • Review of SDP and discussion of new plan • Set new targets / SDP • Progress against targets for whole school (data report?) • Report from SLT on targeted groups from SDP • Monitoring of the system of reporting to parents (discuss any changes) • Review of policies • Receive trustee visits • Head's report on general staffing matters * • Revisions to staffing structures (if required) • Academies to submit their budget forecast return to the ESFA (as recommended by Finance Committee). • Check confirmation statement is filed/GIAS is updated • Receive parent survey? • Receive student survey? • Review governing body performance and procedures <ul style="list-style-type: none"> • Succession planning • Appointment of chair and vice chair of board of trustees and committees • Self-evaluation results • Agree committees PAN PAY HTPR • Agree dates for following year • Agree TOR • Agree scheme of delegation for next year/ensure website is up to date • Any part 2 matters

Finance & Premises Committee Academy Calendar

The school finance manager will provide the chair of F&P with monthly management accounts which can be reviewed and monitored offline as part of the governance process.

<p>Autumn Term Meeting 1 – early October</p>	<ul style="list-style-type: none"> • Receive draft full year management accounts for the previous financial year • Review and approve terms of reference for the year • Confirm updates to register of Interest received • Agree internal control risks and internal audit review schedule and deep dives for the year • Review sports centre / lettings operation for the current financial year including income • Review best value statement for the previous financial year • Premises report and planned expenditure for financial year • Receive health & safety report for the previous school year • Receive reports from responsible officer • Receive draft health & safety policy * if needed • Receive draft lettings policy and fees (contracted out?) • Authorise any spending as required by financial procedures • PAN discussion • STPCD for upcoming year • Approve insurance renewal
<p>Autumn Term Meeting 2 late November</p>	<ul style="list-style-type: none"> • Receive report from auditors • Discuss any matters arising from report • Agree content of annual general meeting • Termly budget monitoring (current year budget) • Review pupil premium income/expenditure for previous year • Authorise any spending as required by financial procedures • Premises and health and safety update

<p>Spring Term Meeting 3 - March</p>	<ul style="list-style-type: none"> • Five-year budget plan • Initial budget planning for following financial year • Receive report from responsible officer • Sports centre report • Premises report and health and safety update • Authorise any spending as required by financial procedures • Termly budget monitoring • Review progress on financial aspects of SDP (including asset plan and capital plan) • Approve traded services purchases from LBB • Review lettings fees for the following year, and approve any changes to be made ready for the following financial year (Contracted out - do we review lettings contract here?)
<p>Meeting 4 - late June</p>	<ul style="list-style-type: none"> • Final approval of draft budget for the following year for submission to GB • Strategic financial planning: budget review for future years • Premises review and works for summer holiday • Report from responsible officer • Review progress on financial aspects of SDP • Review charging and remissions policy (next due 2020) • Authorise any spending as required by financial procedures • Election of chair / vice chair for the following academic year • Update and approve statement of roles and responsibilities (financial procedures and AFH)

Terms of Reference Full Board of Trustees (FBT) (incorp Staffing and A&B)

1. To consider general staffing matters as advised by the headteacher.
2. To review annually the school's pay policy.
3. To oversee and monitor the application of the criteria set out in the school pay policy in determining matters relating to the pay of members of staff.
4. To consider for approval recommendations by the headteacher of discretionary payments in other circumstances.
5. To receive any proposals for change to the shadow staffing structure and to initiate consultation procedures and make recommendations to the governing body as necessary.
6. To monitor the implementation of the school's performance management policy. To review and, if necessary, amend the performance management policy annually.
7. To ensure that all staff receive a regular appraisal of their performance.
8. To establish disciplinary rules and procedures and staff grievance procedures and to take appropriate steps to make them known to members of staff.
9. To ensure that all staff are consulted on staffing issues where appropriate.
10. The board will review regularly those curricula which are required by education legislation.
11. Ensuring there are sound internal controls, risk management and assurance processes.
12. The board will be assisted and advised by relevant members of staff and, where appropriate, external advisers.
13. The board is responsible for matters relating to the curriculum, quality of teaching and learning and the achievement of and progress made by pupils, and its role includes:
 - a. Contributing to and receiving the school's self-evaluation;
 - b. Agreeing and monitoring the school development plan (SDP);
 - c. Responding to any changes in the National Curriculum and ensuring that the school complies with its statutory obligations in relation to the curriculum and public examinations;
 - d. Monitoring of pupil attainment and progress; to include core subjects at KS3 subjects, GCSE, AS and A2 Level and any other public examination results.

14. To evaluate attainment at, and progress between, key stages, including that of key groups; for example: disadvantaged pupils, cohort broken down by prior attainment, ethnicity etc and setting of targets.
15. Agreeing targets for pupil attainment and progress on an annual basis and monitoring in line with the school data calendar
16. Monitoring of in-year progress data produced by the school for public examination cohorts and intervention groups
17. Holding the school to account for the effective use of Pupil Premium and other funding for disadvantaged pupils and monitoring the effectiveness of interventions
18. Analysing other data on the performance of the school, for example: evidence from RAISEonline, FFT, ALPS.
19. Monitoring of the system of reporting to parents.
20. Keeping under review the timing of the school day.
21. Ensuring that the school responds to Ofsted guidance and the reports setting out the conclusions of any inspections.

The Board is also responsible for behaviour and safety matters and matters relating to equality and inclusion, and its role includes:

1. Approving and overseeing the implementation of the school's behaviour policy and monitor key indicators; for example: fixed term and permanent exclusions.
2. Monitoring and regularly reviewing the implementation of welfare related school policies and initiatives; for example: sex and relationships education, safeguarding and the school travel plan.
3. Monitoring the development and implementation of welfare related new policies.
4. Keeping under review pastoral, behaviour and welfare issues relating to the school community, as outlined in the committee calendar; for example: school uniform.
5. Providing a panel of no less than three for the trustee's hearing to review the headteacher's decision to permanently exclude a student or students
6. Hear parental appeals against fixed term exclusion.
7. Hear complaints originating according to the process set out in the school's complaints policy and make any appropriate recommendations.
8. Agreeing student attendance targets and monitor the figures and those for exclusions.
9. Overseeing the implementation of the whole school equality policy and action plan, including monitoring figures relating to racist and homophobic incidents.

10. Monitoring and reviewing the work of the inclusion department, including SEN.
11. Receiving and reviewing a termly report on the number of formal complaints made to the chair of trustees and their outcomes.
12. Monitoring extra-curricular and extended school activities and review the visits and journeys policy.
13. Facilitating trustees' liaison with students, and inviting school council members or sixth form representatives to attend relevant committee meetings.
14. This committee will also provide link trustees where this is a statutory requirement; for example: for safeguarding, SEN, as well as for other areas where this will permit more detailed scrutiny and accountability to the governing body, for example, in relation to pupil progress and attainment.

Terms of Reference: Finance & Premises Committee

Purpose:

- (a) Provide guidance and assistance to the headteacher and the governing body in all matters relating to budgeting, finance, premises and resourcing.
- (b) To assist the decision making of the governing body, by enabling more detailed consideration to be given to the best means of fulfilling the governing body's responsibility to ensure sound management of the school's finances and resources, including proper planning, monitoring and probity.
- (c) To make appropriate comments and recommendations on such matters to the governing body on a regular basis. Major issues will be referred to the full governing body for ratification.

Terms of Reference

Finance aspects

Such legislative requirements as are applicable:

1. To consider the school's indicative funding, notified annually by the DfE and to assess its implications for the academy, in consultation with the headteacher, in advance of the financial year, drawing any matters of significance or concern to the attention of the governing body.
2. To consider and recommend acceptance/non-acceptance of the school's budget, at the start of each financial year.
3. To contribute to the formulation of the school's development plan (SDP), through the consideration of financial priorities and proposals, in consultation with the headteacher, with the stated and agreed aims and objectives of the academy.
4. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the SDP.
5. Ensure that budgetary and school development plans include consideration of long-term planning and resourcing (at least three years).
6. To liaise with and receive reports from the staffing and achievement & behaviour committee, as appropriate, and to make recommendations to those committees about the financial aspects of matters being considered by them.
7. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the school, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the governing body.
8. To ensure all necessary insurance cover is in place.

9. To review all policies relating to the financial operation of the school and recommend these to the governing body for approval.
10. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement.
11. To receive reports from the responsible officer and to ensure that any recommendations are acted upon.
12. To review the financial statement prepared by the finance team to form part of the annual report of the governing body to parents and for filing in accordance with Companies Act and Charity Commission requirements.
13. To receive auditors' reports and to recommend to the full governing body action as appropriate in response to audit findings.
14. To recommend to the full governing body the appointment or reappointment of the auditors of the academy.
15. To review on a regular/termly basis the register of interests and ensure its accuracy.

Premises aspects

1. Arrange to inspect annually the premises and grounds and prepare a statement of priorities for maintenance* and development for the approval by the full governing body.
2. Approve costs and arrangements for maintenance*, repairs and redecoration within the budget allocation.
3. Work in collaboration with the headteacher and SLT member responsible for premises to ensure that the school complies with health and safety regulations.
4. Review and approve annually a lettings and charges policy prepared by the school which takes into account the needs of the local community.
5. Contribute towards the school development plan and monitor its implementation in aspects related to the premises.
6. Review provision of security of all areas within the school.
7. The committee will have access to all plans and records held by the landlords (the LA) and by the premises manager.

Maintenance to include:

- (i) the premises and grounds
- (ii) boundary fences and entrances
- (iii) furniture and fittings
- (iv) equipment including ICT
- (v) energy
- (vi) transport (minibus)

Sports Centre

1. To receive reports from the finance manager on the management of the centre.
2. To monitor the state of the premises and approve plans to maintain and enhance the facilities.
3. To receive the accounts of the centre.
4. To address any complaints from clients of the centre.
5. To address any mis-behaviour of clients, including failure to paying hiring fees fully at the appropriate time.

Terms of Reference: Pay Committee

To achieve the aims of the whole school Pay Policy in a fair and equal manner;

To apply the criteria set by the whole school Pay Policy in determining the pay of each member of staff at the annual review;

To observe all statutory and contractual obligations;

To minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full Board of Trustees;

To recommend to the Board of Trustees the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;

To keep abreast of relevant developments and to advise the Board of Trustees when the Academy's Pay Policy needs to be revised;

To work with the Headteacher in ensuring that the Board of Trustees complies with the Appraisal Regulations 2012 (teachers).

PAY COMMITTEE Delegation of Function

The Board of Trustees shall establish a Pay Committee to set the Pay Policy for the Academy and to implement the approved Pay Policy in respect of the pay for all staff.

Clerking: the meeting of the Pay Committee should not be clerked by a trustee, a member of the committee or the headteacher.

Membership: the Pay Committee shall consist of at least three named members of the Board of Trustees, none of whom shall be employees or associate members.

The headteacher may attend all proceedings of the Pay Committee for the purposes of providing information and advice but must withdraw when their own salary is being discussed.

Quorum: three trustees

Terms of Reference

- To determine the Pay Policy for the Academy;

- To advise the Board of Trustees/Finance & Premises Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries for lead practitioners, and member of the leadership group;
- To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made on the Performance Management review statement, in accordance with the approved Pay Policy;
- To approve applications to be paid on the Upper Pay Range; 17
- To approve annual pay progress for the Headteacher (by 31 December at the latest), taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review;
- To determine the application of national inflationary increases as required;
- To monitor and report to the full Board of Trustees on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

PAY APPEALS COMMITTEE Delegation of Function

The Governing Board shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

Clerking: the meeting of the Pay Appeals Committee should be minuted.

Membership: the Pay Appeals Committee shall consist of at least three named members of the Board of Trustees, none of whom shall be employees or associate members or members of the Pay Committee.

The headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

Quorum: three trustees

For further details of Pay Appeal Committee please see Pay Policy

Terms of Reference for the Admissions Committee

1. Membership:

- The committee will be formed of at least three trustees, to ensure the minimum quorum for any committee is met.
- This will include the head, the chair of the board of trustees and chair of the finance & premises committee, where possible.

2. Meetings:

- Meetings will be held as and when required.

3. Terms of reference:

- To review the school's admissions criteria and related documentation for year 7, sixth form and in-year applications annually in line with published timetables; current legislation; the school admissions appeals code and any admissions adjudications;
- To submit the criteria and related documentation to the governing body for formal approval;
- To ensure that the admissions process, including the criteria and related documentation, are clear and transparent and are available to the parents and carers of prospective pupils in printed form and in electronic form on the school website.

Headteacher's Performance Management Panel

The panel has responsibilities to:

- (a) With the support of a suitably qualified and experienced external adviser, review and agree the annual targets of the headteacher on behalf of the governing body.
- (b) Monitor the headteacher's progress with her targets during the academic year
- (c) To follow all the statutory procedures and directions as laid down in the Guidance for Trustees for reviewing the performance of the headteacher.

Three trustees will constitute the panel.

The members of this panel will be:

- Chair of trustees
- Chair of finance & premises committee
- Vice chair of trustees (or trustee proposed and ratified by the board of trustees)

Link Trustees with Special Responsibilities (Protocol)

Introduction

Trustees have three key functions set out in the DfE governance handbook (15/16):

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school and making sure that money is well spent.

One of the key ways that these responsibilities can be achieved is through visiting the school and taking on responsibility for a specific area. Undertaking visits demonstrates the trustees' role in the strategic management of the school by helping to hold the school to account and evaluate its progress. The trustees visit programme is an integral part of the school's yearly monitoring calendar.

Reports from trustees will also help the governing body understand better what happens in school.

The Role

To monitor agreed areas of the school development plan.

To gain an insight into various areas of the school.

To see the school at work.

To get to know the SLT and staff and develop an effective relationship.

To see behaviour of pupils.

Demonstrate commitment to the school and support staff and their activities.

Gain first-hand information to assist with policy making and decision taking.

The process

At the beginning of each academic year the full governing body will agree the focus for visits for the coming months. This decision will be based on the school development plan.

Trustees should aim to visit at least once a term.

Before making a visit trustees will:

- Contact the linked SLT member and agree a date, time and focus for the visit, copying the headteacher.
- Draw up a timetable for the visit with the SLT.
- Read the SEF and the SDP and agree areas to explore.
- During the visit.
- Have discussion, question the SLT member and scrutinise the evidence to support the Schools current self-evaluation and to verify progress against the school development plan.
- Your visit may include a tour of the school with an SLT member.
- Where invited talk to staff and pupils.
- Act as an observer and only participate in the class at the invitation of the teacher.

After the visit

- Complete the visit pro forma - trustees must report without giving opinions and where possible individuals should not be able to be identified.

- If any urgent or sensitive issues have arisen please contact the headteacher.
- Send to the SLT member for their sign-off.
- Then send to the headteacher for their sign-off.
- Report back to the meeting of the committee or full governing body, circulating the completed form.
- The clerk will keep a copy of all visit forms.

The visit is not about

1. Inspection or observation of teaching.
2. Making judgements about the professional expertise of the teacher.
3. Checking on your own children or pursuing a personal agenda.
4. An opportunity to get involved with management or management meetings.
5. For trustees to act as advisers or make decisions.
6. To hear individual grievances that staff should raise through the grievance procedure.

For Trustees who are new to Link Governance there is a useful proforma available to download from The Key <<https://schoolgovernors.thekeysupport.com>> which guides the link trustees through the appropriate questions. Alternatively contact the clerk or chair who will email it to you.

Trustees who have been using an QEGS existing proforma are welcome to continue to do so.



Queen Elizabeth's Girls' School

Recording trustee visits to the school – proforma

Use this school visit proforma to help you structure your findings from monitoring visits. Take it with you to each school visit, so you can capture what you're learning and any relating evidence in the moment. Complete the document with support from relevant members of staff.

This form is one of many resources available from The Key website, which has a helpful article, 'Reporting back from governor visits' available for trustees. To read the article, visit www.thekeysupport.com/gov and enter the article title in the search box.

Recording trustee visits to the school – proforma			Date of visit:
Name of trustee		Name(s) of member(s) of staff visited	
Trustee's role (link/committee membership)		Member of staff(s)'s role	
<p>How does the area of focus link to the school's development plan, and its overarching vision?</p> <p><i>You should be able to demonstrate a clear link between your area of focus, the school's improvement priorities and the overarching vision for pupils.</i></p>			
<p>What activities or interventions are being carried out by the school within this area of focus?</p> <p><i>Include examples of the work the school is doing in relation to the area of focus.</i></p>			

How are staff evaluating the impact of these activities and interventions?

Explain how staff monitor and review their work in this area and the types of evidence they use to do this.

What impact are we having?

Note down specific evidence that demonstrates the positive impact the school is having in this area, including on teaching and learning and pupils' progress and achievement where relevant, as well as where impact has not been secured. You could also set out what further evidence will help trustees to ensure the school is making progress towards its aims in this area. Evidence could be obtained by trustees themselves, or trustees could ask staff members to provide it.

Key questions

*Answering the following questions with support from relevant staff will help focus your enquiries on key Ofsted priorities. Seek robust evidence in the answers wherever possible. **How is this area of focus supporting ambitious expectations for what all children can achieve? How do we ensure we remain ambitious for all pupils?***

To what extent is this area of focus helping to support the **breadth, depth and relevance of the curriculum to help meet the needs and interests of children, learners and employers, nationally and in the local community?** What more can we do to meet the needs of particular groups?

<p>To what extent is professional development and the performance management process helping the school to progress in this area? What improvements could be made to provision/processes?</p>	
<p>How is this area of focus helping to promote equality, tackle bullying and discrimination, and narrow achievement gaps between groups of children? Which groups require particular attention?</p>	
<p>How is this area of focus helping the school to promote British values? What else could be done?</p>	<p>How is this area of focus helping to safeguard and protect children, including from radicalisation and extremism? What else could be done?</p>

Signed (Trustee):

Date:

Appendix 1: Scheme of Delegation

Key

Level 1: Members

Level 2: Academy trust board of trustees

Level 3: Board committee

Level 4: Individual trustee

Level 5: Senior executive leader (accounting officer)

Grey box Function **cannot** be carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

<> **Direction** of advice and support

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
Governance framework						
People	Members: appoint / remove	✓				
	Trustees: appoint / remove	✓	<A			
	Role descriptions for members	✓				
	Role descriptions for trustees / chair / specific roles / committee members: agree		✓	<A		
	Parent trustee: elected		✓			
	Committee chairs: appoint and remove		✓	<A		
	Clerk to board: appoint and remove		✓			
Systems and structures	Articles of association: agree and review	✓	<A	<A		
	Governance structure (committees) for the trust: establish and review annually		✓	<A		
	Terms of reference for trust committees (including audit if required, and scheme of delegation): agree annually		✓	<A		
	Skills audit: complete and recruit to fill gaps		✓			
	Annual self-review of trust board and committee performance: complete annually		✓		<A	
	Chair's performance: carry out 360 review periodically		✓		<A	

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	Trustee contribution: review annually.		✓			
	Succession: plan.		✓	<A		
	Annual schedule of business for trust board: agree.		✓	<A		<A
	To consider forming a MAT or joining an existing MAT.		✓			
	To approve forming or joining a MAT.	✓				
Reporting						
Reporting	Trust governance details on trust website: ensure.		✓			<A
	Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish.		✓			
	Annual report on performance of the trust: submit to members and publish.		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit.		✓	<A		
	To determine whether to publish a home school agreement (not statutory).					✓

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	Overall responsibility for ensuring that statutory requirements for information published on the school website, including required details of governance arrangements, performance, financial and equality data are met.		✓	<A	<A	<A
	To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014).		✓		<A	✓
Being Strategic						
Being Strategic	Determine trust policies which reflect the trust's ethos and values including: admissions; expenses; data protection and FOI; SEN, safeguarding and child protection and curriculum: approve.		✓		<A	<A
	Determine trust staffing policies which reflect the trust's ethos and values including appraisal, capability, discipline, conduct and grievance: approve.		✓		<A	<A
	Determine trust policy for complaints, health and safety, accessibility plan, premises management, data protection and FOI: approve.		✓		<A	<A
	Establish trust policy for sex education, careers guidance.					✓
	Determine a behaviour and discipline policy that promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave.		✓			<A

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	To draft content of school behaviour policy and publicise it to staff, students and parents.					✓
	To annually determine admission arrangements and to carry out consultation where changes are proposed, or where the governing board has not consulted on their arrangements in the last seven years.		✓			
	Ensure a broad and balanced curriculum is in place		✓			<A
	To set the times of school sessions and the dates of school terms and holidays.		✓			
	Agree enrichment/extra-curricular offer including any additional services required.		✓			<A
	Imbed agreed curriculum and enrichment offer within the day to day operation of the academy trust.					✓
	To establish and agree a pay policy.		✓	✓		
	Management of risk: establish register, review and monitor.		✓	<A		<A
	Engagement with stakeholders.	✓	✓	✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine.		✓		<A	<A
	Principal: appoint and dismiss.		✓			

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	Budget plan to support delivery of trust key priorities: agree.		✓	<A		
	Academy staffing structure: agree.		✓	<A		<A
	Appoint deputy heads.		A>			✓
	Appoint teaching staff.					✓
	Appoint non-teaching staff.					✓
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (eg: safeguarding, H&S, employment): agree.		✓	<A	<A	<A
	To produce and maintain a central record of recruitment and vetting checks.					✓
	To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy.		✓		<A	<A
	Reporting arrangements for progress on key priorities: agree.		✓			<A
	Performance management of the principal: undertake.		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	Performance management of staff: undertake.					✓
	Establish and review procedures for addressing staff discipline, conduct and grievance.		✓	✓		
	Trustee monitoring: agree arrangements.		✓	<A		
	To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in a term or would lose the opportunity to sit a public examination.		✓			
	To ensure that health and safety regulations are followed & monitor incidents.		✓	<A	<A	✓
	Ensure that school lunch nutritional standards are met.					✓
	Maintain a register of pupil attendance.					✓
	To ensure provision of free meals to those pupils meeting the criteria.					✓
Ensuring financial probity						
	Chief financial officer for delivery of trusts detailed accounting processes: appoint.		✓	<A		
	Trust's scheme of financial delegation: establish and review.		✓	<A		<A

Area	Decision	Delegation				
		Members	Trust Board	Committee	Individual trustee	Senior Executive Leader
	To enter into contracts (refer to Financial Scheme of Delegation).		✓	<A		<A
	External auditors' report: receive and respond.		✓	<A		<A
	Principal pay award: agree.			✓		
	Staff appraisal procedure and pay progression: monitor and agree.		✓	<A		<A
	Benchmarking and academy trust value for money: ensure robustness.		✓	<A		
	Develop trust procurement strategies and efficiency savings programme.			✓		
	To approve the first formal budget plan each financial year.		✓	<A		
	To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, year 7 numeracy and maths catch up premium, service premium and the pupil premium).		✓	✓		
	To establish and agree charging and remissions policy.		✓	✓		
	Buildings insurance and personal liability.		✓			

Trustees with special responsibilities 2018/19

Special responsibility	Key responsibilities	Trustee name	School contact	To report to:
SEND	<ul style="list-style-type: none"> • SEND policies meet statutory requirements • SEND goals strategically linked to SDP • SEND budget spent appropriately Monitor for SEND students • Teaching & interventions • Expectations & inclusion • Progress & outcomes • Quality of in-school communication of SEND 	Susan	Tracie	FBT
Safeguarding	Receive reports and updates on safeguarding issues and check policy is applied.	Susan	Tracie	FBT
Policies	Ensure policies are up to date and compliant.	Rebecca P Hannah R	Headteacher	FBT
Data / outcomes for pupils	<ul style="list-style-type: none"> • Attainment • Progress • Data • Gaps • Specific subjects with issues • Pupil premium 	Rebecca	Martin and David	FBT
Quality of teaching and learning and assessment	<ul style="list-style-type: none"> • Teaching • Marking • All ability groups • Homework • Triangulation • Staff CPD and impact 	Alan	Lindsey and Deepika	FBT
Personal development, behaviour and welfare	<ul style="list-style-type: none"> • Behaviour • Absence • Equality and diversity • School journeys (Rebecca) 	Rebecca P	Martin and Tracie Justin	FBT

Training, development of the governing body and induction of new trustees	<ul style="list-style-type: none"> • Induction • Setting up sessions • Monitoring individual training needs 	Robert/Rebecca	Headteacher	FBT
Finance and premises	<ul style="list-style-type: none"> • Finance • Health and safety • Premises walk round 	Carrie	Headteacher / Finance Manager	F&P
Communication with stakeholders	Communication and involvement of pupils, parents and staff.	1.Rebecca 2 Susan	Justin	FBT
Complaints		Rebecca	Headteacher	FBT
Trustee for science	Focus on progress and achievement in science throughout school.	Uzo	Martin Duffy	FBT
Trustee for sixth form	Focus on achievement, progress and improvement of sixth form.	Carrie	Miss Southwell	FBT
Trustee for performing arts	Focus on music and drama.		Headteacher	FBT
Trustee for humanities	Focus on progress and achievement in humanities and social sciences throughout the school	Hannah		FBT
Trustee for careers	?	Rebecca	?	FBT
Trustee for health and safety	?	Philip	Kenneth Laing	FBT

Governing Board Skills Audit

For governors, trustees and academy committee members of single schools

Why this is important

This audit is a useful way of assessing the needs of your governing board. In the 2016 NGA/TES survey, 83% of respondents said their governing board uses a skills audit. 64% used it to identify training needs; 54% used it for recruitment; 64% used it to assign committee members; and 47% used it for succession planning. This model can be used to help identify any knowledge, experience, skills and behaviours your governing board still needs to deliver their functions effectively.

How the NGA model has changed and why

In January 2017, the DfE released a new Competency Framework for Governance, structured around the DfE's newly identified "six features of effective governance". The governance handbook 2017 states that "Boards should carry out regular audits of the skills they possess in the light of the skills and competences they need, taking account of the department's Competency framework for governance". The DfE suggest one way governing boards can use the competency framework is to inform how they carry out a skills audit.

The Competency framework has been written to cover all possible bases in school governance, from boards governing small standalone primary schools to the trust boards of large MATs overseeing the performance of multiple schools. It should be used to provide clarification of government expectations, rather than as a set prescribed checklist – but NGA is already aware of it being used as a checklist or governor job specification by some. Governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them, and so while the new skills audit is structured around the DfE's six features of effective governance, it doesn't attempt to replicate all 200 plus competencies, knowledge skills and behaviours included. Instead it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

How to use it

To take account of differing roles of MAT trustees and those governing in other contexts, NGA has developed **two separate models**. This model is to be used by governors, trustees and academy committee members of **single schools**. Trustees of multi-academy trust should use our other model [here](#).

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table. A skills matrix in which responses can be collated can be found on the NGA website. If there are any gaps, these can be used to inform further recruitment to the board.

This exercise is designed to enable all members of the governing board to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.



Governors, trustees and academy committee members of single schools Knowledge, experience, skills and behaviours	Level of knowledge or skills/behaviour, rate on scale of:				
	No	→	→	→	Yes
	1	2	3	4	5
1. Strategic leadership					
I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have previous experience of being a board member in another sector or a governor/trustee in another school.					
I have experience of chairing a board/governing board or committee.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I am committed to the school's vision and ethos of the trust.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I am proficient in prioritising, assessing and mitigating risk.					
I have experience of school sector risk management, including managing conflicts of interest/loyalty.					
2. Accountability					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have expertise in curriculum development, school assessment and progress/attainment.					
I have experience of working with leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I have an understanding of the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					



I have experience of procurement/purchasing.					
I have experience of property and estate-management.					
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
3. People					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.					
I am a strong communicator and committed to building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
4. Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.					
I have experience of reviewing governance structures.					
5. Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities of a governor/trustee.					
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
I have the confidence and ability to speak up when concerned about non-compliance.					
6. Evaluation					
I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience of evaluating board decisions and am willing to contribute to board self-review.					

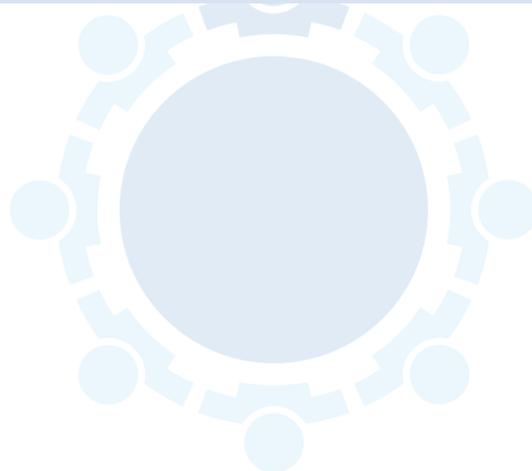


Existing governors/trustees only

What contribution do you feel you have made to the governing board over the past year?

Please give brief details of courses you have undertaken in the past year - include governor/trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?





**QUEEN ELIZABETH'S GIRLS' SCHOOL
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