



QUANTOCK
EDUCATION TRUST

**PARENT GOVERNOR
RECRUITMENT
INFORMATION PACK**

Introduction

The Quantock Education Trust (QET) is a new and growing local Multi-Academy Trust which has been established as a secondary and primary collaborative model, including church and non-church schools. As the founding academy, the Headteacher and Governors of Haygrove School have worked closely with primary partners to create a vision for the Trust:

‘Our vision is to create a Trust community of exceptional and distinctive schools which deliver outstanding education and learning and commit to a common vision, moral purpose, passion for education and ambition for raising standards of achievement and improving life chances for all young people’.

Haygrove School has been awarded ‘Teaching School’ status which provides increased capacity and access to further professional development opportunities and high quality teaching for all our young people.

Two local primary schools, Spaxton C of E and Stogursey C of E, have joined our Trust. A further two schools, Crowcombe & Stogumber C of E, are planning to join at a later date. All applications to join the Trust have been approved by the Regional Schools’ Commissioner.

The governance structure consists of three layers: the Members, Trustees and Local Governors - see Appendix 1.

It has a clear and straightforward structure which is designed to enable the effective delivery of the trust vision, mission and strategic aims, always prioritising the best use of resources in order to secure high educational outcomes for pupils. The structure is designed to be flexible and acknowledging of the opportunities to evolve and expand appropriately as the trust grows.

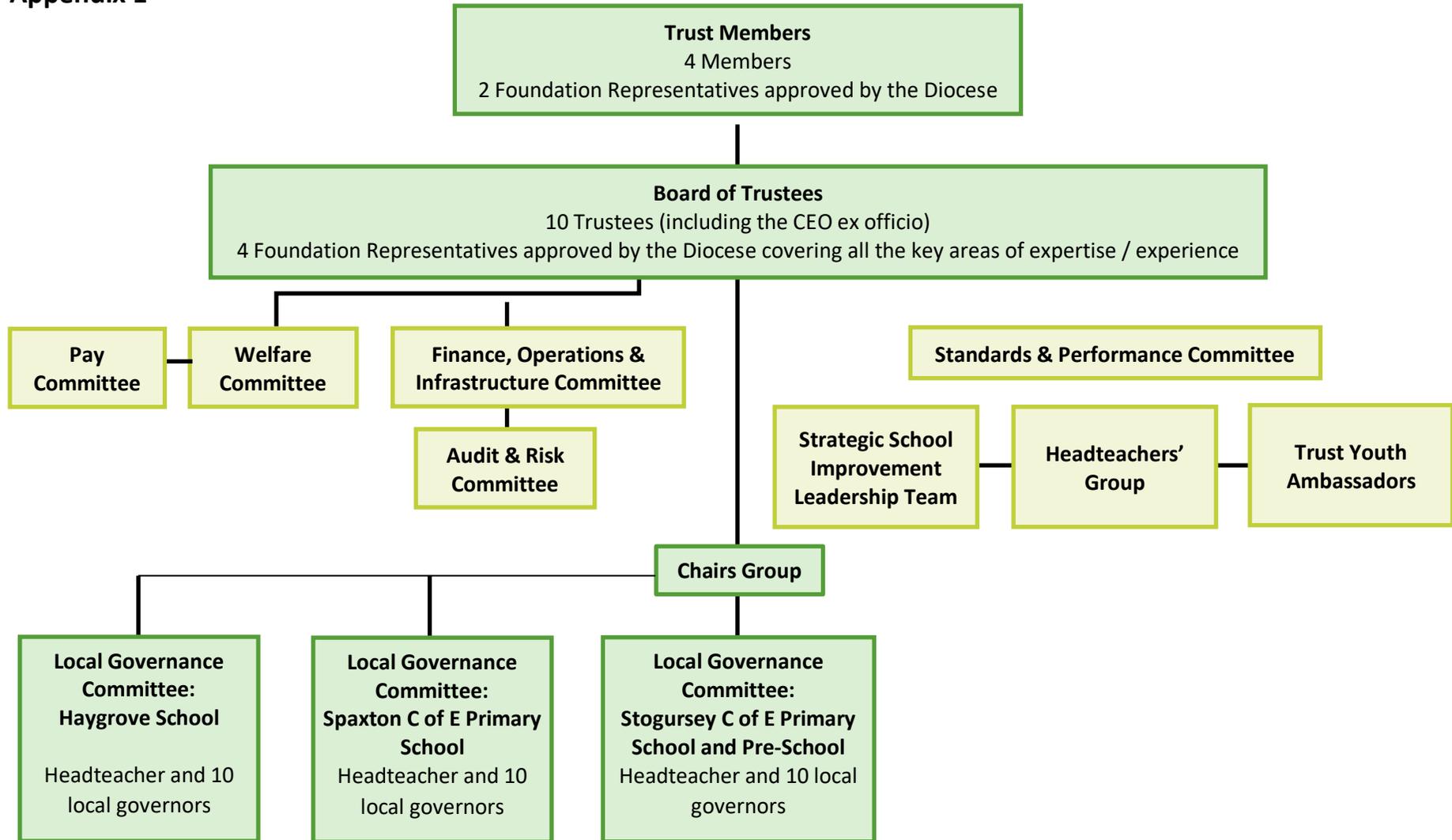
For a more detailed description of the role of the Parent Governor see Appendix 2.

We hope that you will find this prospect interesting and potentially fulfilling and that you will contact us to express an interest or simply find out more.



Karen Canham
Chief Executive Officer

Appendix 1



Appendix 2

Role of a Parent Governor

The main function of a Local Parent Governor are:

- Ensure the clarity, vision, ethos and strategic direction of the school
- Hold the headteacher to account for the curriculum provision, educational performance of the school and pupils
- To be a local voice, linking with the local community ensure effective cohesion and communication
- Ensure that parental engagement supports pupil learning and personal development
- Monitor the implementation and impact of the School Development plan
- Ensure that the academic and wellbeing needs (including safeguarding) of all pupils and staff are being met
- Preserve and promote the core values of the school and the Trust.

In order to contribute effectively, all governors, including parent governors, will be expected to:

- get to know the school by learning its strengths and weaknesses;
- attend and contribute to meetings of the Local Governance Committees
- commit to the time required to undertake the role, which would equate to a maximum of 20 days per school year, although not necessarily that much – most of the Local Governor work is done in the evening meetings;
- act at all times in the best interests of **all** of the pupils in the school, to better their outcomes;
- be committed to upholding the values and ethos of the school;
- visit the school throughout the year in line with the visits schedule linked to driving forward improvements;
- analyse information, make observations and be proactive in seeking ways in which the schools could further enhance outcomes for all pupils;
- engage in constructive discussions that will involve questioning and challenging points of view;
- review and agree policies & guidance, ensuring that the school is working effectively within legal frameworks.

The list is probably longer, but does give a flavour of the demands that the Board of Governors will face.

So why do people do it?

This is a question often asked; here are a few of the reasons:

- No single Governor is expected to know everything about education and in relation to schools the law, finance and strategic planning – they are part of a corporate body who have the combined experience, knowledge, skills and commitment to work together to meet these demands effectively.
- It is a great chance to give something back to the school and to take an active role in shaping the future and bettering the outcomes for all the pupils within the school and within the wider school community.
- Governors are privileged to be able to see at first hand the impact of the hard work that they put into the strategic planning of the school.

Non-executive Trustees are subject to company legislation and are obliged to:

- Act within your powers (for example in accordance with the constitution and any agreements with the DfE);
- Promote the success of the Trust;
- Exercise independent judgment;
- Exercise reasonable skill, care and diligence;
- Avoid conflicts of interest;
- Not to accept benefits from third parties; and
- Declare any interest in transactions.

Nolan Principles

All those elected or appointed to boards should fulfil their duties in line with the seven principles of public life, the Nolan principles. These are:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Appendix 3

A competency framework for governance – December 2018



Appendix 4

Disqualification Criteria

A candidate is disqualified from serving as a parent governor if they:

- Are aged less than 18 at the date of election or appointment;
- Are already a governor of the same school;
- Are detained at any time during their period of office under the Mental Health Act 1983;
- Fail to attend the governing body meetings for a continuous period of six months, beginning from the date of the first meeting they fail to attend, without the consent of the governing body;
- Are an ex-officio governor specified in the instrument of government of more than two schools;
- Are bankrupt, or subject to a disqualification order;
- Have been removed from the office of a charity trustee or trustee for a charity;
- Are included in the list (List 99) of teachers and workers with children or young persons whose employment is prohibited or restricted;
- Are disqualified from working with children;
- Are disqualified from being the proprietor of any independent school or for being a teacher or other employee in any school;
- Have been sentenced to 3 months or more in prison (without the option of a fine) in the five years before or after becoming a governor;
- Have received a prison sentence of two and a half years or more in the 20 years before becoming a governor;
- Have been subject to a sentence of imprisonment for a period of not less than five years at any time in the past;
- Are subject to a disqualification order under the Criminal Justice and Court Services Act 2000;
- Refuse to consent to an application being made to the Disclosure and Barring Service for a criminal records certificate;
- Have been fined for causing a nuisance or disturbance on school premises during the five years before or after appointment or election as a governor.



QUANTOCK

EDUCATION TRUST

Local Governance Committees Terms of Reference

Date issued: June 2019

Review date:

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1. Introduction

- 1.1. The vision of the Quantock Education Trust (QET) is:

To deliver an exceptional education with the aim of increasing the life opportunities for all learners in our trust community, regardless of their ability or background.

- 1.2. Local Governance Committees (LGCs) are committees of the Board of Trustees and it is the Trustees who delegate governance functions to the LGCs. The details of which functions have been delegated, are detailed in the Scheme of Delegation. Levels of delegation may vary for each school depending upon circumstances relating to capacity and performance. The QET Articles of Association represents the defining/over-riding document in terms of LGC composition and operation.

- 1.3. The role of the Local Governance Committee (LGC) is to provide support and challenge at a local level, being a local voice, a link with the local communities and churches and be advocates for all the Trust's schools. They support and challenge the school's ethos and curriculum provision, pupil outcomes and achievement, enriching community cohesion and communication within each school, having first-hand experience of the individual community needs. Engagement with parents is prioritised in ensuring that this partnership is a strong factor in supporting the process of learning, the raising of additional funds and the development of character.

For church schools:

- 1.4. To maintain close relationships between the individual schools, the Diocese of Bath and Wells and our educational community, ensuring that the local church plays an active role within the school and that the local curriculum represents the values and ethos of the church.

2. Overall Purpose

- 2.1. To understand and deliver the functions delegated to the LGC by the Trustees.
- 2.2. To ensure that all pupils within the Quantock Education Trust have access to a high quality education provision in line with the shared mission and vision.
- 2.3. To monitor the implementation of each school's School Development Plan (SDP), ensuring that it is delivering against agreed strategic and local objectives.
- 2.4. To drive forward attainment and progress in the school and provide appropriate challenge to the leadership of each school.
- 2.5. To ensure that the academic and wellbeing (personal and spiritual) needs of all pupils across the Trust are being met effectively, through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support helps to maximise each pupil's success and enjoyment.

- 2.6. To ensure that all pupils are safeguarded, in accordance with Trust policy.
- 2.7. To ensure that the wellbeing needs of staff are met.
- 2.8. To preserve the Trust's core values.
- 2.9. To maintain an up to date knowledge and understanding of the Ofsted Framework for Inspection.
- 2.10. To have oversight of locally devolved individual school budget management, ensuring efficient spending within the requirements of the Scheme of Delegation.
- 2.11. To provide the Trustees with regular feedback relating to Trust policy and procedures, identifying risks and priorities.
- 2.12. To engage with parents and the local community in keeping with the vision and ethos of the Trust.
- 2.13. To ensure that schools are implementing Trust policies.

For church schools:

- 2.14. To preserve the Christian distinctiveness of individual schools (where applicable) and satisfy the requirement of the Diocese of Bath and Wells as set out in its Memorandum of Understanding.
- 2.15. To maintain an up to date knowledge and understanding of the SIAMs framework for inspection.

3. Constitution

Composition (in line with Articles 4a (i) and 101b)

- 3.1 A minimum of nine governors and a maximum of eleven. (Numbers in brackets are based on 11 and should be adjusted to reflect the required Foundation %/requirements noted)
- 3.2 In the case of community schools, the composition will be comprised as follows:
 - [1] Headteacher/Head of School of the Academy
 - [2] staff governors;*
 - [2] parent governors;*
 - [6] MAT appointed governors.
- 3.3 In the case of Church of England academies, the composition will be comprised as follows:

For former VC schools: (Up to 25% Foundation)

[1] The Headteacher/Head of School of the Academy

[1] staff governor;*

[2] parent governors;*

[2] foundation governors;

[5] MAT appointed governors.

For former VA schools: (Majority Foundation)

[1] The Headteacher/Head of School of the Academy

[1] staff governor;*

[2] parent governors;* and

[7] foundation governors, or

[6] foundation appointed governors and 1 MAT appointed governor

Former Federated Schools (This will match their previous instrument of Government)

[1] The Headteacher/Head of School of the Academy

[1] staff governor;*

[2] parent governors;*

[6] foundation governors,

[1] MAT appointed governors

Foundation governors are appointed by the Diocesan Board of Education (DBE). The MAT and school work with the local PCC and community to support with the nominations of these appointments and the School organisation department can also support with helping to fill vacancies. All members of the committee shall sign an undertaking to the DBE to uphold the designated religious character of the said Academy.

There is no ex-officio vicar role in the articles. The normal process is for the vicar to either be approached or for them to say if they wish to take up one of the roles of Foundation Governors.

*No more than one third should be elected governors or members of staff.

3.5 In proposing its membership, the Chair must ensure that the LGC has the appropriate balance of skills, knowledge and experience to fulfil its remit.

3.6 The composition of the LGC is proposed at local level and approved by the Board of Trustees. The appointment of the Chair must be approved by the Trustees, subject to eligibility and in line with the skills audit and induction procedures, in order to ensure high quality chairing. The Chair of the LGC will be invited to attend a regular Chairs Forum which focuses on Standards and Curriculum and is also attended by a Trustee,

ensuring two way communication between the Board of Trustees and LGC; its purpose is to ensure a sharing of best practice and driving up of standards across the Trust.

- 3.7 The Headteacher/Head of School (or their nominated representative) will be in attendance as the lead member of staff unless otherwise directed by the Chair. Officers of the Quantock Education Trust will provide support to the LGC when appropriate and with the approval of the Board of Trustees.

4. Frequency of meetings

- 4.1. A minimum of six meetings per academic year.
- 4.2. Additional meetings may be arranged to complete the delegated work schedule.

5. Quorum

- 5.1. The quorum shall be three local governors from the membership. Staff members must be in the minority. In circumstances where no decision can be reached the matter will be deferred to the Trustees Board.

6. Terms of office

- 6.1 The term of office for local governors is four years. For joining schools, existing term will be carried forward.

7. Core Functions

7.1. Governance

- 7.1.1. To provide support and challenge for the Headteacher/Head of School.
- 7.1.2. To promote high expectations for standards and pupil outcomes.
- 7.1.3. To drive continuous improvement and ensure rigorous processes of personalised target setting.
- 7.1.4. To ensure consistency, diversity and inclusion within the Trust through implementation of The Trust's strategies, policies and procedures.
- 7.1.5. To contribute to the performance management of the Headteacher/Head of School, which is led by the Chief Executive Officer.
- 7.1.6. To evaluate and review the individual academy risk register to help drive academy improvement priorities, including safeguarding and statutory responsibilities.

- 7.1.7. To ensure that the school and Trust comply with the requirement for every learner to receive any statutory curriculum content in accordance with government directives for schools.
- 7.1.8. The local governors should keep themselves up to date about the national, educational and regulatory developments affecting the Trust's approved curriculum and teaching and learning; ensuring that changes are built into strategic planning and monitoring processes and reported to the Board of Trustees and its finance committee to inform strategic decision making.
- 7.1.9. To provide members to additional groups as required to support the work of the Board of Trustees.
- 7.1.10. In conjunction with the Trustees, manage and review relevant school policies in line with the policy review schedule and make appropriate recommendations for change to the Trustees Board, monitoring the effectiveness of implementation alignment between policy and practice.

7.2. Strategic Planning

- 7.2.1. To contribute to the delivery of the Trust's long term strategic plan; ensuring that the school is working towards the shared mission and vision through overseeing the development, implementation and monitoring of the schools' vision implementation plan; delivering against strategic objectives, targets and key performance indicators in relation to its remit.
- 7.2.2. In conjunction with the Trustees, ensure that the LGC's agenda planning and link governance scheme enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.
- 7.2.3. To recommend an annual attendance target for pupils for the approval of the Board of Trustees, ensuring that proper procedures are in place for recording absence of pupils and the impact of any follow up action taken.
- 7.2.4. To recommend the annual pupil performance targets for the approval of the Board of Trustees.

7.3. Performance Review

- 7.3.1. To conduct in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress in order to ensure accountability.
- 7.3.2. To carry out regular monitoring visits and reviews of pupil progress and attainment data to ensure that performance and outcomes are in line with agreed objectives, targets and indicators and to share outcomes with the committee.
- 7.3.3. To track and monitor pupils progress and assessing the impact of interventions where progress is low.

- 7.3.4. To ensure that the outcomes of the Trust procedures for measuring and benchmarking quality assurance and evaluation processes are driving continuous improvement and secure high levels of pupil attainment and achievement in line with the school development plan.
- 7.3.5. To monitor and take forward actions and recommendations arising from external evaluations including OFSTED for that school.

For church schools

- 7.3.6. To monitor and take forward actions and recommendations arising from external evaluations including SIAMs inspections.

7.4. Education Provision and Service Delivery

- 7.4.1. To monitor the implementation of the Trust's standards to ensure the delivery of a high quality of education provision and services for pupils of the academy and keeping them under review.
- 7.4.2. To ensure the provision of a broad and well balanced curriculum, assessing its impact upon pupil learning and encouraging innovative teaching practice to achieve consistently good or better teaching standards.
- 7.4.3. To conduct regular review of enrichment activities (club, visits, extra-curricular activities etc.).
- 7.4.4. To ensure a high quality of personal, social, health education, including preparation for a working life, including careers Information in order for them to achieve the best possible outcomes.
- 7.4.5. To oversee the quality of learning, progress and attainment for pupils with special educational needs and/or disabilities (SEND) and other identified vulnerable groups including: gifted and talented; black and other minority ethnic; travellers; looked after children; free school meals.

7.5. Stakeholder/Community Engagement

- 7.5.1. To engage actively with parents seeking and acting upon feedback received.
- 7.5.2. To promote the Trust's strategy for involving stakeholders and outward facing pupil activity; ensuring that the academy sufficiently engages with a cross section of groups to secure its full published admission number (PAN) and enables strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups.
- 7.5.3. To cultivate excellent relationships with the school community, seeking and evaluating stakeholder views and reporting these to the Trust for its consideration and development.

- 7.5.4. To encourage participation in and contribution of the local Parent Teacher Association (PTA) to improve facilities and opportunities within the school.

7.6.Trust Development

- 7.6.1. To liaise with the Board of Trustees and its committees as required and considering any matters which are beyond the strategy but which may contribute to the longer term sustainability of the Trust.

7.7.Compliance

- 7.7.1. To monitor and ensure compliance with all statutory requirements.
- 7.7.2. To liaise with the Board of Trustees to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.

For church schools:

- 7.7.3. To liaise with the Board of Trustees to consider and respond as appropriate to the outcomes of SIAMs inspections.