

Governance at Turner Schools

Turner Schools is a Multi-Academy Trust (MAT), which exists to advance the education of children. In accordance with the Trust's Articles of Association, it is governed by Directors. Professor Carl Lygo is chairman of the Trust's Board. The Directors are supported at school level by Governors. The Governors meet to form a Local Governing Body (LGB). The Turner School LGBs provide challenge and support, as well as community, educational and employer links.

School Governors

Governors have a vital role to play in making sure every child gets the best possible education.

At Turner Schools, school governors contribute to the work of the Trust by:

- a. Helping the Trust hold School Leaders to account for the progress, attainment, safeguarding and well-being of pupils.
- b. Supporting the school leadership in meeting performance targets and ensuring that staff performance management is done in timely and effective manner in line with the school performance targets.
- c. Monitoring the financial performance of the school and ensuring value for money.
- d. Reviewing and approving local policies.
- e. Undertaking informal monitoring visits as agreed with LGB Chair.
- f. Serving as an ambassador for the school in the local community and to forge links with the community, employees and education providers to improve the life-chances of pupils.

LGB Chair

The role of the Chair of the LGB is to contribute to the work of the Trust by:

- a. Providing personal challenge and support to the Principal/Head of School.
- b. Working with the Trust to agree approved school targets.
- c. Approving the annual school development plan.
- d. Undertaking Performance Management of the Principal with the Trust CEO.
- e. Reporting on the school's progress and relevant local matters to the Trust Board at Board meetings.
- f. Serving as an ambassador for the Trust and the School in the local community.

**Foreword to 'Governors' Handbook' (for academies, multi academy trusts and maintained schools),
Department for Education, January 2017**

By Lord Nash

Governing boards are the strategic decision makers and vision setters in every school and academy. They play a vital role in ensuring the best possible education for every child by creating robust accountability for school leaders. Crucially, that means using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions and ensure resources are allocated to school priorities. It also means ensuring that schools prepare pupils for life and the workplace by building their character and resilience and by implementing their Prevent duty to protect them from the risks of extremism and radicalisation.

As we move towards an increasingly school-led system, the importance of boards' role will only continue to grow. A school-led system doesn't mean schools working in isolation; it means schools that are fully integrated with their local community and, crucially, connected with and learning from each other. I want to see more schools seeking out opportunities to collaborate. I believe there are still many cases in which pupils would benefit from their school being part of something bigger. Governors, like parents and headteachers, can be passionate about their school. But pupils must come before adults. The academy sector is leading the way with 85% of all new academies in 2014/15, and overall, 57% of all open academies, part of a multi-academy trust in which a single board oversees all the academies in the trust.

Working together is about better teaching and a broader curriculum for pupils; greater leadership and development opportunities for teachers; and more efficiency and impact from financial and other resources. These benefits are most fully realised when school-to-school collaboration is consolidated through formalised cross-school governance arrangements. When boards govern a group of schools we also then see further improvement in the quality of governance – as boards gain a more strategic perspective. The principles of effective governance are well-established and increasingly understood. But governing a group of schools is different to governing a single school. An independent review of a board's effectiveness is needed to ensure it is ready for growth.

All boards, however many schools they govern, need people with skills appropriate to the scale and nature of their role; and no more people than they need to have all the necessary skills. Many boards are already reaping the rewards of recruiting people from business. The reforms we have introduced make it easier for boards to recruit a wide mix of highly-skilled people and I call on more schools to make use of Academy Ambassadors, SGOSS Governors for Schools and the Education & Employers Taskforce who we are funding to help them do so.

This 'Governance handbook' has been re-named to make clear that it applies to all those involved in governance. It now refers throughout to the 'board' to emphasise that it applies equally to the governing body of a small maintained school as it does to the board of a large MAT. I want everyone involved in governance to be confident in tackling underperformance, challenging mediocrity, and setting the highest of expectations; refusing to accept second best for any child. I hope you find this handbook a valuable resource to support you in your role.

The full handbook can be found at:

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



John Nash

Former Parliamentary Under Secretary of State for Schools

Turner Schools Local Governing Body with Responsibility for Morehall Primary and Martello Primary Terms of Reference

1. Role of the Directors (also known as Trustees) of Turner Schools

- The role of the Directors is to operate the school, attending to the progress and attainment of all pupils and to comply with all relevant legislation, and the regulations of the Academies Finance Handbook and the Governance Handbook.
- Directors seek support and challenge in executing their duties from the Local Governing Body (LGB), and do not delegate powers to the LGB with the exception of the Exclusion and Conduct (Disciplinary) Committees, local performance management and local policy review.
- Directors appoint appropriately qualified advisors to the LGB.
- Directors ensure two parents of current school pupils are elected by parent peers to the LGB¹.
- Directors approve school performance targets and annual budgets.
- Members of the LGB, whether appointed or elected, are known as 'Governors'.

2. Role of the LGB

In their advisory capacity, Governors help the Directors of Turner School by:

- Helping the Trust hold School Leaders to account for the progress, attainment, safeguarding and well-being of pupils.
- Supporting the school leadership in meeting performance targets and ensuring that staff performance management is done in timely and effective manner in line with the school performance targets.
- Monitoring the financial performance of the school and ensuring value for money.
- Reviewing and approving local policies.
- Undertaking informal monitoring visits as agreed with LGB Chair.
- Serving as an ambassador for the school in the local community and to forge links with the community, employees and education providers to improve the life-chances of pupils.
- Each Governor shall act in the best interests of the Academy at all times.
- The discussions of the LGB are confidential. The papers of the LGB, with the exception of the agenda and minutes, are confidential.

¹ Where an interim LGB is required two parents may be seconded to the LGB for a transitional period of up to one year.

3. **Terms of office**
 - Non-parent Governors serve at the discretion of the Directors of Turner Schools.
 - Parent Governors must be elected for a term of 1 year, a period of time that may be extended at the discretion of the Directors of Turner Schools.
 - The Directors may terminate the appointment of any Governor whose presence or conduct is deemed by the Directors not to be in the best interests of the Company or the Academy. Breaching confidentiality is grounds for termination of service.

4. **Appointment of Chairman**
 - The Chairman of the LGB will be elected by the Directors of Turner Schools for a period of 3 years.
 - If the Chairman is absent a Director present or CEO will act as Chairman for that meeting.
 - If neither Director nor CEO is present, those Governors present shall appoint one of their number to chair the meeting.

5. **Meetings of the LGB**
 - The LGB shall meet at least three times in every academic year, and shall hold such other meetings as may be necessary.
 - All meetings shall be convened by the Clerk to the LGB, who shall send to the Governors written notice in advance of the meeting as well as a copy of the agenda and any documents to be discussed.

6. **Minutes and Publication**
 - At every meeting of the LGB the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the Governors present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.
 - Approved minutes shall be made readily available to the public by the Clerk, and the Agenda shall be made available via the Academy's website.

7. **Delegation of Functions and Committees**
 - All decisions are fulfilled at Trust level with the exception of :
 - Exclusion and Conduct Committees.
 - Local policy review and approval.
 - Informal monitoring of school practice.
 - The Principal/Head of School's performance management is undertaken by the Trust CEO and LGB Chair

8. **Safeguarding**
 - The named Governor for safeguarding is Elisabeth Brown.
 - The named Governor for SEND is Jennie King.

9. **Health and Safety**
 - The named competent person for matters of health and safety is Hayley Porter-Aslet.
 - Named governors have agreed to provide challenge and support at school level and to the Trust in the specific area, and will receive training in how to discharge this remit.