



The Queen Elizabeth
Academy

The Queen Elizabeth Academy

Click on the logos to visit the websites. From there you will be able to access a wealth of information about our Trust and your Local Governing Board, including who else is in on your LGB, the latest Ofsted report and performance data.

Governor Handbook

Our Vision as a Trust and Academy

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners

#TransformingLives

Our values as a Trust and Academy

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Links to: 2021-22 Governance Scheme of Delegation			



Chair of Trustees Introduction

On behalf of Academy Transformation Trust and The Queen Elizabeth Academy I would like to welcome you to the Local Governing Board (LGB).

I hope you find this Handbook helpful. It is not designed to sit on a shelf gathering dust, but to offer practical help with the day-to-day business of governance as you carry out your role as 'watchdog' and 'critical friend'.

The highlighted text links you to further information you should read. Look out for the links!

The Local Governing Board (LGB) plays an essential role in implementing the Academy's strategic vision. Your fellow governors are a diverse group of people from a range of backgrounds who complement each other. As volunteers they aim to use their skills and experience to support not only The Queen Elizabeth Academy but the other academies within our Trust family to ensure that every child can enjoy learning and have the skills, knowledge and understanding they need to lead confident, healthy and independent lives, as well as being informed, empathetic, active and responsible citizens making the best possible progress whatever their starting point or needs.

As a governor of an academy within a multi-academy trust (MAT) your responsibilities are slightly different, in as far as you share governance responsibility with the Board of Trustees and the Executive, as set out in the Trust's Scheme of Delegation. Click on the link to access [this document](#), it is a good place to start your journey in understanding your new role.

There are three kinds of Governors: Governors, who are approved and appointed by the LGB themselves; Parent Governors elected by parents of pupils in the academy; and Staff Governors chosen by the academy staff (both teaching and non-teaching staff). Chairs and Vice-Chairs are appointed by the Board of Trustees.

The work of the LGB varies from academy to academy as set out in the individual LGB Action Plan, which complements and supports the Academy's own strategic plan. Most LGBs meet four times a year, more frequently if governors feel it necessary. The dates of the meetings are set in advance and published on the calendar in the Governor Virtual Office (GVO).

Governors are encouraged to take on specific roles within the LGB in order to monitor different aspects of the academy's work. One of the ways governors do this is to visit the academy regularly in order to monitor progress effectively. There is a process for arranging visits, which is covered in this Handbook on page 18.

As a governor, it is expected that you will ask challenging questions to ensure that the academy is meeting the needs of all the pupils and providing an education which will enthuse and inspire them. After each visit, you will be expected to produce a report on your findings to discuss at the next LGB meeting.

Most importantly, we work as a team. Every Governor has an equal voice and is expected to make a real contribution to the work of their Academy. We recognise that governors are volunteers, BUT, we make no excuse for the fact that we expect governors to take volunteering very seriously and that means turning up, well prepared, to all meetings, responding in a timely manner to communications from all colleagues and playing an active part in the work of the LGB and the wider work of our Trust. This might include sitting on complaints panels or pupil exclusion panels for other academies within our Trust or mentoring other academies' governors. We believe that collaboration and cooperation are the best way to improve outcomes for our pupils and local communities

In return for your commitment as a governor within the ATT family you will be supported by the Director of Corporate Affairs (Andy Gannon), the Head of Local Governance (Sam Elms), Governance Development Manager (Della Shipton) and a very experienced, knowledgeable Clerk, (Michelle Eaves).

You will be fully supported to carry out your role effectively and provided with relevant training. By attending the termly Trust-wide governance forums, you will be kept abreast of new initiatives that affect governance, as well as being encouraged to share your views and network with governors across our Trust.

We take a real pride in our academies and their successes, and our aim is to build on these to make our Trust and each academy within it the best it can be.

Welcome to the family!

A handwritten signature in black ink that reads "Pat Beanland". The signature is written in a cursive, flowing style.

Pat Beanland
Chair of Trustees



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About ATT

There are 21 academies within Academy Transformation Trust (ATT). The ATT academies family now includes ten primary, nine secondary, one 'all-age' and one further education provider. Our dedicated staff of around 2,000 are transforming the lives of over 12,000 young people.

Our provision is overwhelmingly in areas of significant socio-economic disadvantage, evidenced by the large numbers of young people eligible for 'pupil premium' funding. This is where we believe we can make the biggest difference, and our academies are proving that they know how to deliver the best outcomes for their pupils.

Our academies are currently spread across a wide geographic area, giving a rich diversity to our Trust. We have academies in Staffordshire, Stoke-on-Trent, Walsall, Sandwell, Warwickshire and Nottinghamshire, Norfolk, Suffolk, Essex, and Thurrock.

We believe passionately in the need for academies to be both supported and challenged to deliver the best for every pupil as they work together to drive up educational standards, and our Board of Trustees is legally responsible for making sure that happens. As local governors, you can ensure that you both support and challenge at a local level, ensuring the Board can rely upon you to raise local challenges to be considered.

We will ensure that all our children and young people, regardless of their background, fulfil their educational potential. We will do this in safe, supportive, and ambitious environments, ensuring we maximise life chances for them all using an inclusive stimulating educational setting and curriculum, which also supports pupils' wellbeing and resilience.

In all we do we are:

1. ethical to the core, ensuring that education is always front and center
2. futures-focused system leaders – never simply followers
3. collaborative in every endeavour
4. resolutely learner centered.

What does this look like across our Trust?

Education

We are

1. ruthlessly ambitious for all who learn and work with us
2. unwaveringly inclusive – determined on eradicating barriers to educational success
3. committed to excellent teaching
4. determined upon academic excellence for all in our communities
5. compassionate, ethical, and caring advocates for all in our communities
6. outwardly facing and globally conscious.

Operations

We are

1. committed to the very best people development and empowerment
2. determined to shout loudly and share proudly our successes
3. the best professional and technical experts (supporting education) in the sector
4. committed to the very best understanding and management of risk.

Financial

We are

1. providing the best possible public service for the best possible value
2. determined to supplement our public income with shrewd income generation
3. building financially sustainable models of educational improvement in our communities
4. demonstrably efficient in all we do.

What we think about Governance

Effective governance is critical to our success and to the success of our academies.

It must fulfil the three core functions of governance as defined in the Department for Education's Governance Handbook:

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

A significant part of the responsibility of governance is to ensure legal and financial compliance with a range of statutory and legislative requirements. We believe it can also do much more than this in helping us to fulfil our strategic objectives.

- by enhancing the educational experience of our pupils and learners
- by ensuring that the voices of pupils, learners, parents, and colleagues are heard across the organisation
- by giving an equal voice to every academy within our trust-wide governance
- by embedding our academies within the communities they serve.

As well as our commitment to the seven 'Nolan principles' of public life – selflessness, integrity, objectivity, accountability, openness, honesty and leadership we believe that there is an 'ethical framework' within which our governance arrangements should operate, which ensures

- respect for the views of all those involved in shaping our future
- clarity of both accountability and responsibility at different levels within the organisation
- the removal of duplication, doubt, and uncertainty
- open and transparent communication across the organisation
- the development of policies and operating frameworks which are understood and owned by everyone
- a commitment to the professional and personal development of those who support our governance activity.

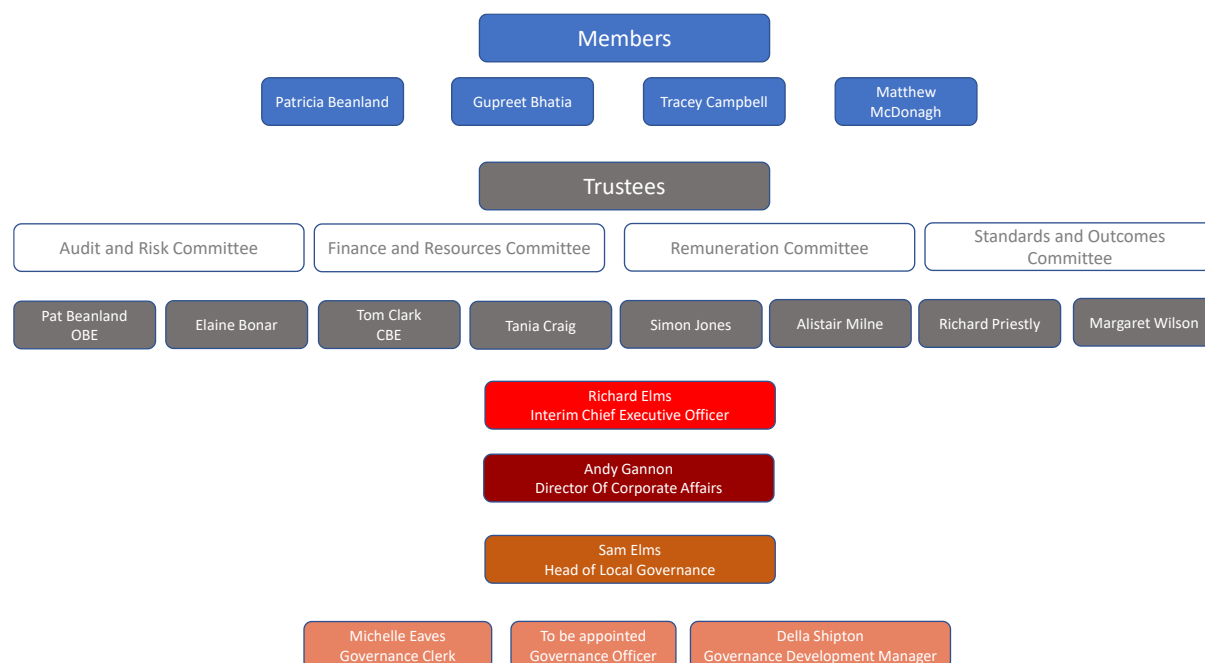
Critical to the success of our governance model are several principles and behaviours which we expect all involved in our governance to adopt. These include

- a commitment to developing a deep personal understanding of our academies and our broader work
- a focus on productive personal and professional relationships, rooted in respect and honesty
- a willingness to question and interrogate the information provided by executive leaders in a challenging, yet supportive, way
- an understanding of the need for Tight Policies and Principles (TPPs), to which all our academies must subscribe, balanced with respect for local and individual context
- an agreed 'code of conduct' for all those involved in governance which espouses the Nolan principles
- ensuring that we have the 'right people' around every table, by regularly auditing the skills of those involved in our governance and utilising everyone's talents to best effect
- effective two-way communication between all involved in governance and opportunities for regular interaction with others
- bespoke support to all those involved in governance in areas where professional expertise is needed
- regular development opportunities.

It all sounds very serious, and it is, but it is also personally rewarding and fun. As a governor you will gain a great deal from the work and time you contribute. It will give you an opportunity to:

- make a difference to how well your Academy runs
- see how your efforts help raise standards
- do something positive for the next generation
- serve your local community
- help realise your own potential by learning new skills

The Trust Governance Team



Members

Members are the ‘guardians’ of the Trust and, in some ways, can also be viewed as the ‘owners’ of the Trust, although, unlike the owners of commercial companies, they do not, of course, take dividends from the Trust. They have a number of statutory rights and rights set out in the Academy Trust's Articles of Association (the Articles).

Trustees

Trustees have ultimate accountability and decision-making authority for the work of the Trust and its academies. The Trustees have the power to direct change where required.

Director of Corporate Affairs



The Director of Corporate Affairs (DoCA) is accountable for ensuring that our governance at all levels is both legally compliant and effective in driving quality improvement.

The DoCA is also the Company Secretary and a member of the Trust's Executive Leadership Team, with oversight of a number of areas of corporate compliance, such as Data Protection and complaints management.

The DoCA is accountable to both the Chair of Trustees and the CEO, in order to ensure a consistency of approach to our strategic activity.

Head of Local Governance



The HoLG leads strategically on all aspects of our local governance, ensuring that it is both effective and ethical. The HoLG is responsible for ensuring that local governors have the skills and qualities to enable them to do an effective job, for ensuring they continue to develop in the role and can provide effective assurance to the Board of Trustees.

The HoLG will also ensure that all statutory processes requiring the involvement of local governors are conducted in the most professional way possible.

The Head of Local Governance (HoLG) is responsible to the DoCA for ensuring that there is 'join-up' between our layers of governance. You can contact the HoLG at sam.elms@attrust.org.uk

Governance Development Manager



The GDM leads our trust-wide approach to governor recruitment and induction and governor training and development, including the planning and operation of governance forums and the provision of on-line training resources.

The GDM supports the HoLG in the quality assurance of all aspects of our local governance. You can contact the GDM at della.shipton@attrust.org.uk

Clerk



Our Governance Clerk (GC) is vital to the success of our governance activity. Put simply, she enables local governance to be effective and professional by providing administrative support to the LGBs, facilitating communication between all levels of our governance.

She does not just provide agendas and take the minutes of meetings but is a conduit between academy and trust-level governance.

Michelle

Working alongside the Governance Development Manager she can facilitate training, recruitment and should be your first port of call for any queries or information. The role is not finite, and her diverse skills mean that with over 150 governors, her experience enables her to pool solutions to most scenarios.

You can contact her at michelle.eaves@attrust.org.uk

Local Governing Boards (LGBs) and their role

The Department for Education permits trust boards to set up local governing bodies to oversee an academy or group of academies in the academy trust.

The trust board is free to decide which governance functions it delegates to the governing body, or in our case the Local Governing Board (LGB). These functions are clearly set out in the Trust's Scheme of Delegation. It is important that you understand what you are responsible for and what the Trust retains responsibility for. This is outlined in the Governance Scheme of Delegation found [here](#).

Committed Governors, who show up and participate fully

We strongly believe that local governors should be “committed to their role and to young people; confident in having courageous conversations; curious with an enquiring mind; able to challenge the status quo to improve things; collaborative to build strong relationships; critical to improve their own work and that of the board; and creative in problem solving and being innovative.” (NGA)

LGBs are important in our approach to governance. In action this means LGBs will scrutinise:

- a. predicted and actual educational performance against the Education Improvement Plan (EIP), ask questions and have challenging conversations about the academy.
- b. specific aspects of the academy's educational performance, such as its impact on pupils/learners with SEND, its use of pupil premium and other designated funding grants and any performance gaps between different groups of pupils/learners
- c. the academy's approach to safeguarding, including compliance with requirements in regard to the Single Central Record
- d. the academy's approach to ensuring the personal development of pupils/learners
- e. attendance, punctuality, and behaviour (including exclusions) and the academy's impact on developing positive attitudes among pupils/learners
- f. the impact of academy improvement activity, including the Full Academy Review (FAR) and Challenge, Support and Intervention (CSI) process,

which looks at how an academy is performing and how practically the Trust can support improvement.

- g. the impact of professional and pedagogic development activity
- h. the performance of the academy in regard to Ofsted inspections and the delivery of any required academy improvement plans
- i. how stakeholder views are sought and responded to in order to inform academy improvement
- j. the academy's approach to risk management
- k. the local implementation and impact of Trust-wide policies and procedures
- l. the impact of Trust-wide activity on the performance of the academy, for example in regard to finance, health and safety, HR, ICT and other 'centralised' services.

LGBs will inform and support by

- a. contributing to senior appointment processes
- b. contributing to Ofsted inspection processes as the representatives of governance
- c. contributing to the Full Academy Review (FAR) and Challenge, Support and Intervention (CSI) process
- d. engaging with local and Trust-wide development activities
- e. ensuring the views of local stakeholders are reflected in academy activity
- f. providing strategic input to academy development plans
- a. ensuring that your LGB has the right membership and balance of skills to do an effective job. This involves making sure your Skills Audit is up to date.
- g. sitting on panels and making decisions about *pupil exclusions and staff disciplinaries, in line with Trust policy and [statutory guidance](#).

*Governing boards have a statutory duty to consider pupil exclusions and in ATT this duty is delegated to the LGB. This means that any governor across our Trust, (excluding staff), can sit on any panel as long as there is no conflict of interest. All governors are provided with exclusions training and supported by the Head of Local Governance, who has particular expertise in this area.

Expectations

Each individual governor is a member of a LGB, which is established by the Trust Board, who in law is a corporate body. Individual governors may not act independently of the rest of the LGB; decisions are the joint responsibility of the LGB.

The average time commitment is five to eight hours per month, although it will vary depending on the needs of the academy and the role. This includes meetings, background reading and visits. As well as full LGB meetings, you may wish to take on a link governor role. More about that later.

As part of our checks on continued suitability we require all volunteers eligible for an enhanced DBS check (with or without barred list check) to complete a Self-Declaration form as a pre-employment check and repeated as an annual declaration.

This form does not remove the duty placed upon you by law to disclose immediately to the Principal anything that could affect your continued suitability to work with children or any dealings with the police including but not limited to cautions, reprimands, warnings, arrest, conviction, and imprisonment.

You will be asked to declare that you:

- have read and understand Keeping Children Safe in Education 2021
- have read the Safeguarding and Child Protection Policy including systems and process for Children Missing Education (CME)
- have read the Anti-Peer on Peer Abuse (anti-bullying) Policy
- have read the Behaviour Policy
- have read the E-safety Policy & Acceptable Use Agreement
- have read the Attendance Policy
- have read the Whistleblowing Policy and are aware of external agencies through which to whistleblow if required
- have read the staff code of conduct.
- are aware of where all policies are kept and that it is my duty to read and operate within their guidelines at all times.

- **understand your responsibilities to safeguard children** and how to raise a concern related to the safety of a pupil or the conduct of an adult through the appropriate internal and external channels as required.
- understand that you must notify the Principal immediately of anything that affects your continued suitability to work with children, or any pending court appearances, cautions, warnings, convictions, orders or other determinations made in respect of you.

The Self-declaration can be found by clicking [here](#).

The annual calendar of meetings will be published in advance. Your meetings are listed [here](#).

The term of office for governors within ATT is four years. You can serve a maximum of two terms in agreement with your LGB.

As a governor your attendance and participation is monitored. If for any reason you can no longer fully commit please speak to your Chair as soon as possible. As a volunteer you can resign before your term is finished if your circumstances change. It is important that all governors understand that we are not about “bums on seats” but about ensuring that all governors have an equal impact and we will always take steps to ensure that all governors contribute fully or are asked to leave.

Governance is a voluntary role and therefore it is not paid, but governors can claim reasonable expenses as set out in Section 6 of the [Governance Scheme of Delegation](#) and the [Expense Policy](#).

Who should be on the LGB?

Anyone aged 18 or over can be a governor or trustee (but there are some exceptions) and you do not need to be a parent. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. There is plenty of training available to help you learn about education.

Our academies need and benefit from a range of professional knowledge on their LGBs including education, finance, human resources, legal, marketing, and public relations, property and estates management, and organisational change.

The membership of these LGBs must include two parents of pupils currently at the academy and one member of staff (per phase in the case of an all-through academy). In ATT FE, there should be two student members rather than parents. These positions must be elected. Otherwise, there should be enough members of each LGB to enable it to do an effective job.

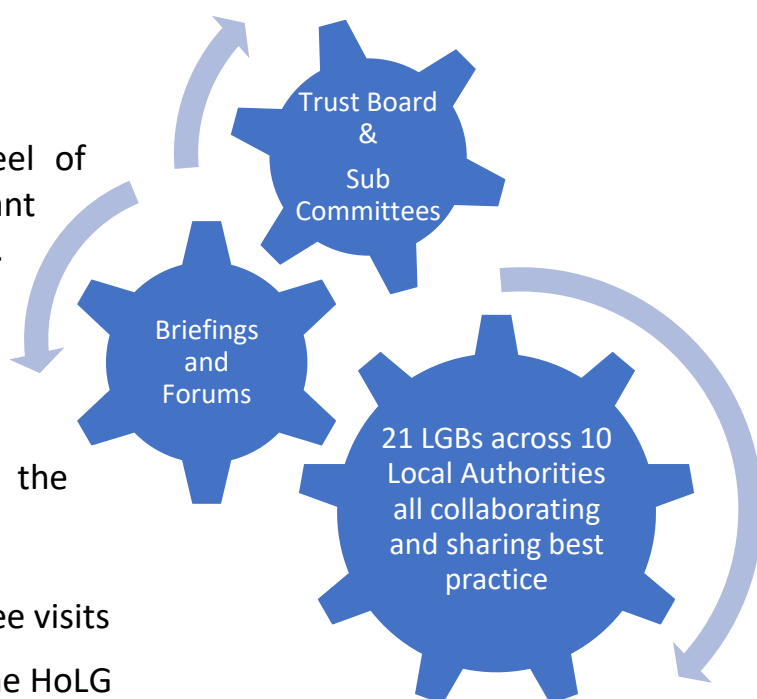
Apart from elected staff governors, no members of Trust staff are permitted to join a LGB. For the avoidance of doubt this means any paid member of staff at any academy. Serving governors should not take up paid employment within the Trust unless the potential for conflicts of interest is minimal. The HoLG must always be consulted in such circumstances. This principle ensures that governance remains impartial.

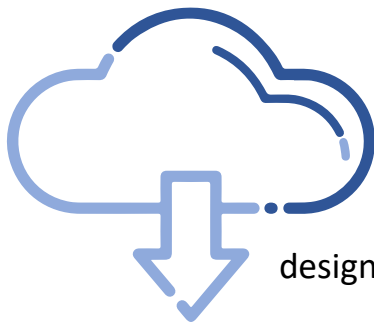
The work of LGBs

LGBs are a vital cog in the wheel of Governance with an important oversight and monitoring role. LGBs are essentially the “eyes and the ears” of the Trust Board within their community.

LGBs report to the Board in the following ways:

- Taking part in CEO and Trustee visits
- Liaising with the DoCA and the HoLG
- Attending Governance Forums, Chairs’ Briefings (if you are a Chair or Vice-Chair), Safeguarding Forums (if you are the Safeguarding Link Governor or aspiring to be) and annual governance conference.
- Engaging with the Academy’s designated link Trustee.





The Governor Virtual Office (GVO)

All the work of the LGB is done through the GVO. The GVO is a secure cloud-based “portal” or workspace, designed by governors for governors.

The purpose of the GVO is to help governors complete routine tasks more quickly and efficiently, allowing valuable meeting time to be spent on the strategic stuff.

There is plenty of support available to get you up to speed with the GVO, but it really is intuitive and very quickly you will be able to navigate your way around it with ease. Click [here](#) for more information.

So, what will you be expected to do on The GVO?

- One of the first things you will be asked to do is complete a Skills Audit on the GVO. This helps your LGB to identify where it needs to develop knowledge, skills and behaviour to deliver its functions effectively and it also informs your training needs.
- Your clerk will create a meeting pack for your LGB meetings and you will receive an email from her, via the GVO, with a link to the pack, so that you can log in and read the papers, approve the Minutes online and comment on the Principal’s report.
- You will be expected to keep your own governor record up-to-date including changes to your personal details and any training courses you have attended.
- You will be able to communicate securely with other governors from your LGB within the GVO.

LGB Meetings

There are four LGB meetings per academic year, although LGBs, in consultation with their Clerk, can meet up to six times per academic year.

The Clerks work along side the Chair and the Principal to set the dates and determine the agenda well in advance and the papers available on the GVO at least five school days ahead of the meeting.

Link Governors

Each LGB must appoint, from among its number, a link governor, with responsibility for the following areas, (click on the link roles below to read the role descriptor):

- [Safeguarding](#)
- [Special Educational Needs](#)
- [Careers \(Secondary academies only\)](#)
- [Disadvantaged and specific groups of pupils](#) (including the monitoring of pupil premium and other specific government grants)

Your LGB may have identified other link governor roles with responsibility for promoting and monitoring progress within an identified area of the academy's work. These may change as academy priorities change; examples of other roles can be found [here](#) to help guide you with your challenge and support.

Taking on a Link governor role means committing to developing some expertise in the particular area of interest and conducting a '[deep dive](#)' into practice at least once a year. Link governors should also maintain regular contact with the key people within the area they are involved in.

Governor Monitoring Visits

Undertaking visits demonstrates the Governors' role in the strategic management of the academy by helping to hold leaders to account and evaluate progress. Visits are undertaken as part of a strategic programme to:

- improve governor knowledge of the academy, its staff, needs, priorities, strengths, and weaknesses
- monitor and assess the priorities as outlined in the development plan
- assist the LGB in fulfilling its duties.

The visit is not about

- inspection
- making judgements about the professional expertise of the teacher
- pursuing a personal agenda
- arriving with inflexible pre-conceived ideas.

Before making a visit Governors should:

- agree a date, time and focus for the visit with the Principal
- clarify expectations for the visit
- plan which classes will be visited and ensure that the teacher(s) will be given sufficient notice of the visit and its focus.

On the day of the visit the Governor should remember to:

- arrive on time
- act as an observer and only participate in the class at the invitation of the teacher
- respect the professionalism of the teacher, supporting but not interfering
- switch off or silence any mobile phone
- follow the academy's dress code.
- be aware that any safeguarding concerns should be reported to the Designated Safeguarding Lead before the Governor leaves the academy.

After the visit the Governor should:

- remember to thank the teachers and/or pupils
- meet with the Principal to give a verbal report, and to raise any issues
- complete the Governor Visits Form found [here](#).

LGB Training and Resources

In England there is no legal requirement for school governors to have any training at all, which is surprising given that governors have a wide range of responsibilities and poor governance can have a serious impact on a school.

[The Department for Education Governance Handbook](#) makes many references to governor training and ensuring that everyone around the table has the necessary skills, so whilst training is not mandated in law there is an expectation from the DfE, Ofsted and from the Trust that governors undertake training.

We will not inundate you with requests to attend training that is not relevant, but we will, on occasion, ask you to complete specific training within a given

timescale. For example, safeguarding training is recommended by both OFSTED and the DfE and is a requirement within our Trust. As part of your induction, you will be asked to download the Safer Schools App and complete the Safeguarding Level 1 module and digital test, which will generate a certificate of completion.

As a new governor you will learn on the job and become more confident with every meeting you attend, however knowledge gaps and limited time mean it's sometimes hard to feel confident making decisions and holding leaders to account. As a governor of an ATT academy, we provide access to training resources and information sources that can help bridge the gaps, helping you to contribute effectively from the start.

This will help you to:

- understand your purpose and function
- become confident in asking relevant questions and holding the principal to account
- be able to contribute effectively and support the academy's specific needs

Even those governors 'long in the tooth' may find the resources useful as a refresher or for keeping up to date with any governance and academic developments.

As part of your induction, you will be provided with instructions on how to create an account and access the following resources.

The Key

Go to <https://my.thekeysupport.com/register/>

Enter your schools Academy's postcode and complete the registration form

The Key provides authoritative information and practical resources to help you. There are also a small number of training modules that you can access. Keep an eye out for new courses.



The governing board

Strategy & inspection

Pupils & learning

Staff & resources

Academies & MATs

Training

News briefing

Policy bank

Governor training



Share with colleagues



Save for later



NEW pupil premium course

Learn how the pupil premium works, and your role in ensuring that it's used effectively, so you can help your school close the gaps between disadvantaged pupils and their peers

[View more](#) →



Induction for maintained school governors

Learn the fundamentals of good governance, so you feel ready to contribute from day one

[View more](#) →



Induction for academy governors on local governing bodies

Learn the fundamentals of academy governance, so you feel ready to support your school and trust from day one

[View more](#) →



Safeguarding link governor course

Learn about the responsibilities of a safeguarding link governor, and your key tasks, so you can help your school keep children safe

[View more](#) →



SEND link governor course

Develop the skills and understanding you need to have an impact as an SEND link governor

[View more](#) →

The National Governance Association (NGA)

Click the link to sign up for your account

<https://www.nga.org.uk/>

The NGA is an independent, not-for-profit membership organisation for governors, trustees, and clerks of state schools in England. It aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards.

The NGA represents the views of governors, trustees and clerks at a national level and works closely with, and lobbies, UK government and educational bodies.

The NGA are expert leaders in school and trust governance, providing information, advice and guidance, professional development, and e-learning.

NGA Learning Link e-learning modules

Visit <https://nga.vc-enable.co.uk/register> to find the online self-registration form. Approval is not immediate. You will receive an email from the NGA.

NGA Learning Link offers flexible e-learning to help governors, trustees, chairs, and clerks develop their governance skills and knowledge. As part of your NGA membership, you can access over 50 training modules.

You can find detailed lists of the type of modules NGA offers on the [Learning Link modules page](#). Modules are updated 1 – 2 times a year to ensure they remain accurate and reflect changes in policy and legislation.

There are also a number of shorter modules to help get you started.



Bitesize modules

A selection of modules in easily digestible bite-sized chunks that take between 5 and 15 minutes to complete.

- Minimising exclusions
- Governance monitoring: A tool to help drive improvement
- Governance visits to schools
- Setting performance objectives for executive leaders
- Creating a new vision for your school or trust
- Holding to account: How to conduct a courageous conversation
- Holding to account: How to question and challenge
- Using Integrated Curriculum and Financial Planning (ICFP) to resource the best curriculum for your pupils
- Staff workload
- Stakeholder engagement

ATT Education and Training

Our Trust offers a range of training courses and information sessions including Corporate Induction, Readiness for Ofsted training and Exclusions training for those with legal responsibilities in relation to exclusions.

Click [here](#) to take you through to links we have already created for you within GVO.

Recording Training Attendance

In order to evidence a portfolio of skilled governors in each LGB, it is essential that any training you attend is recorded (either via the GVO directly or via email to the Clerk) so that we can provide a record to Ofsted when they carry out an inspection.

Keeping in Touch

You will receive copies of our Trust's *Weekly Update* and the termly magazine *#TransformingLives*. Please get in touch if you are not receiving them, however copies of previous editions can be accessed [here](#).

Briefings and Forums

Governance Forums

All governors are expected to attend the termly online Governance Forums. These are the perfect way to learn about new developments within our Trust, share best practice, network with other governors and from time-to-time benefit from the experience and expertise of external governance professionals.

Safeguarding Forums

All safeguarding governors and those aspiring to be a safeguarding governor must attend the termly online Safeguarding Forum with the Director of Safeguarding. In these they will receive extra training and information from the Director of Safeguarding. The link governor will then be required to feedback to the full LGB on this training.

Chairs' Briefing

All Chairs and Vice-Chairs are expected to attend the termly Chairs' Briefing. The purpose of the briefing is to prepare the Chair and Vice Chair for the term's LGB meeting and to provide a training and development opportunity.

Forum Dates for your Diary

Chairs' Briefings – 4 - 5:30pm

Autumn Term – 8th September 2021

Spring Term – 19th January 2022

Summer Term – 27th April 2022

Safeguarding Forums – 4 - 5:30pm

Autumn Term – 6th October 2021

Spring Term – 2nd February 2022

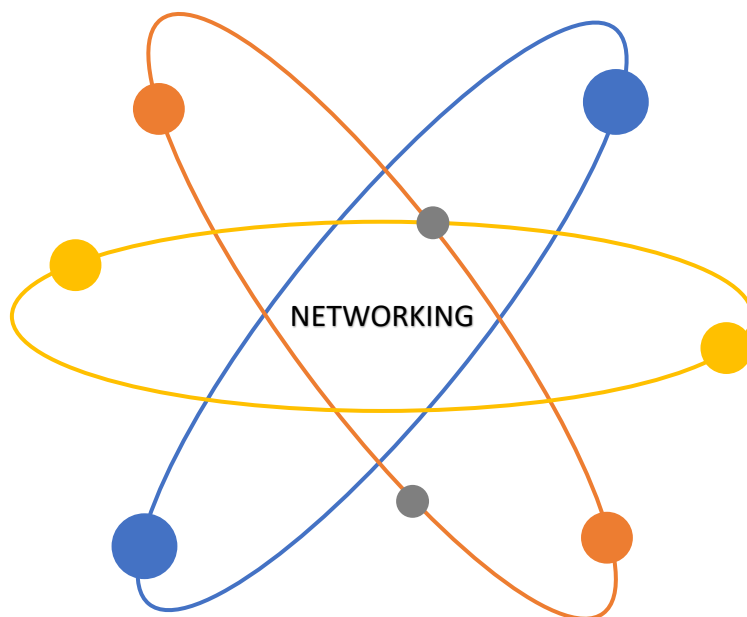
Summer Term – 11th May 2022

Governance Forums – 4 – 6:00pm

Autumn Term – 10th November 2021

Spring Term – 23rd March 2022

Summer Term – 8th June 2022



LGB Recruitment

While the Governance Development Manager can provide support with the recruitment of new members of a LGB, we must remember that the ultimate responsibility for appointing governors to the LGB lies with the LGB itself.

To help with recruitment, it is important that governors and academy leaders use their links within the local community to attract local stakeholders to support and challenge the leaders. These can be employees of local businesses, places of worship, people from groups with whom the academy already has a link, e.g.: dance groups or scouts who rent out the school hall, or local neighbours that want to make a difference in their community.

The GDM can also approach governor recruitment agencies on behalf of the LGB, and the clerks will support the HR Assistants in school with the required checks and induction.

And finally....

The team is here to support you. If there is anything you need that is not covered in this handbook or has not been covered in your induction please do not hesitate to contact us. We are always happy to help. Welcome to the family. We hope you have a really fulfilling, happy time with us a governor.

There is a useful list of ATT Acronyms [here](#) to help you with the educational jargon.