Flying High Partnership

Flying High Local Governance Handbook

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Flying High Local Governance Overview

Aims of local governance in Flying High

- Support the development of the school in line with the needs of the community.
- Ensure the school reflects and is responsive to the context it serves.
- Support and be advocates for the mission, and cultural expectations of Flying High.
- Ensure equity and transparency in key decisions taken by the school leadership team.
- Monitor and support the wellness of the Head teacher.
- Provide challenge and support to senior leaders, to ensure opportunities for every child are maximised.
- Provide scrutiny and challenge to ensure long term financial sustainability.
- Ensure the school has a culture which enables the safety of every child.
- Support the Head teacher to ensure a meaningful community and parental voice.

Local Governing Body Membership

Local governing bodies should consist of an optimum number of six. This will include the following:

- Chair of Governors
- Vice Chair of Governors
- Two Parent Governors - elected
- Staff Governor
- Head Teacher - ex officio
- Appointed Governors- where appropriate

Whilst an optimum membership of six is recommended, local governing bodies have the flexibility to increase membership through increased representation of community governors. Local governing bodies must not exceed a membership of nine.

Parents may be elected as Chair or Vice Chair.

In line with the Scheme of Delegation staff governors and Head teachers have full voting rights as part of the LGB but must not be involved in decisions where there could be a conflict of interest.

Link governor roles will be identified in the following areas:

- Safeguarding and attendance
- Finance
- Head teacher appraisal
- Children's experience
- Marketing and communications

- Targeted support (including Pupil Premium, Sports Premium, Tutoring and SEND funding)
- Governor training
- Staff wellness (aligned to staff governor)

The role of the link governor is to complete additional monitoring activity to support governor decision making.

Responsibilities of the Local Governing Body

In line with the Flying High Scheme of Delegation and overview of responsibilities, the LGB will ensure:

- Senior leaders set strategic objectives for the school.
- Governors act as a custodian for Trust the mission, and cultural expectations
- Development of the character, mission, and ethos of the school.
- Compliance of the school in line with all statutory and Flying High obligations.
- Monitoring of a medium-term sustainable school budget, which is responsive to the needs of the school and all children.
- Provision of challenge and scrutiny to enable a balanced budget, in line with Trust KPIs to be recommended for approval, by the Board of Trustees.
- Provision of challenge and support to senior leaders to enable every child to achieve to their fullest potential.
- The curriculum delivers a range of appropriate experiences, responsive to the context and needs of the children.
- A fair and transparent process, in line with policy to determine admissions to the school(s).
- The school adheres to all statutory processes to enable the safety of every child.
- The school embeds a culture of safeguarding, always recognising personal responsibility for vigilance.
- Involvement in Head teacher performance management process to ensure targets are set and reviewed, are responsive to the school context and includes the voice of governors.
- A fair and transparent process for performance management is implemented for all staff, leading to equitable decision making on pay awards.
- A pro-active approach to marketing to support sustainable admissions.
- The school develops a fit for purpose communication mechanism for families and the wider community.
- Families and community voice is represented in appropriate decision making.
- The school has an active and accurate risk register in place.
- The review and approval of school level policies and their implementation.
- The LGB accesses all statutory and developmental training.
- They engage in feedback and an annual review process to make sure that the LGB has the skills and capacity to support the school.

Meeting structure

The Flying High recommendation is to hold one full governing body meeting per term. This is to support a more sustainable approach to school governance, which will enable recruitment of governors and reduce the impact on Head teacher and senior leader workload.

Flying High would encourage all LGBs to discuss with their Head teacher the viability of this approach but recognise two shorter meetings per term may be a preferable model.

Committees will no longer form part of the meeting structure for LGBs.

Where appropriate, additional task and finish working groups can be established, to enable a deep dive or a focused development group. Where decision making within a governing body meeting is not possible, working groups will allow a small representation of the governing body to explore an area in more detail enabling decision making at the following meeting.

A standard agenda will be set for each meeting by central team. The agenda will be sent to Chairs and Clerks. The Chair and Head teacher should determine which items are a focus for discussion. Where the governing body has taken the decision to complete two shorter meetings within a term, it will be for the Chair and Head teacher to determine and orientate the agenda items, with the support of the clerk.

Parent Governors

Parent governors are recruited as part of an election process, based on their skills, experience and capacity to support the LGB and the needs of the schools. Parent governors will also be fundamental in supporting Head teachers to seek the views of families to inform key decision making by the LGB.

Parents will be recruited in line with a clear role descriptor, ensuring they meet the skill requirements of the governing body. Parents will be considered based on this role descriptor, and then appointed via an election process. Parents may be elected as Chair or Vice Chair.

To support ongoing consultation with families, as part of each LGB meeting, the Central Team will identify an area for consultation with families. Areas identified will be those where the views of families will support in enabling informed decision making.

Example:

- Agenda item - approval of admissions marketing plan.
- Consultation by Head teacher and parent governor - why do parents choose / not choose our school.

**See parent role descriptor appendix 4*

Elections/ nominations

Chair

At the first meeting of each academic year members of the governing body will have the opportunity to nominate themselves for consideration as Chair of Governors. A confidential process of voting will be followed to confirm the appointment.

Where the LGB are unsuccessful in appointing a Chair, the Trustees will work with the school to identify and nominate an appropriate Chair of Governors.

The Chair of Governors will be elected on an annual basis, as part of the Autumn term full local governing body meeting.

**See Chair role descriptor appendix 2*

Vice Chair

At the first meeting of each academic year members of the governing body will have the opportunity to nominate themselves for consideration as Vice Chair of Governors. A confidential process of voting will be followed to confirm the appointment.

The Vice Chair of Governors will be elected on an annual basis, as part of the first full local governing body meeting of the academic year.

**See Vice Chair role descriptor appendix 3*

Parent governor recruitment process:

The school will advertise the parent governor opportunity.

Any parents wishing to apply should check that they are eligible by reading the enclosed qualifications and disqualifications criteria. The parent should then sign the declaration of eligibility form and return this with the completed nomination form.

Interested and eligible parents should then complete the nomination form.

They should include a statement, up to 150 words, about themselves, the skills, experience, and commitment they can bring to the governing body and why they would like to become a governor. All words over 150 should be deleted and not used in the election process. The statements should then be included on the ballot paper that goes out to all parents. Schools will acknowledge each nomination within two working days of the closing date.

A deadline date will be stated in the advert and all nomination forms should be submitted by this date and time.

If there is only one applicant, and they meet the requirements of the role and the terms of the qualifications and disqualifications criteria, they should automatically be offered the governor vacancy. Where there is more than one nomination meeting the criteria and role descriptor:

The school will run an election process where parents will be invited to vote for their preferred candidate.

The date and time of the ballot count will be confirmed to all nominees, who are welcome to attend the count if they wish.

The 2 candidates with the most votes will be offered the parent governor roles.

In the case of insufficient nominations to appoint both or one of the parent governor positions, the LGB can fill this vacancy via a co-opted governor.

In accordance with the School Governance (Constitution) (England) Regulations 2012, an elected member of the Local Authority (LA) or school staff who are paid to work at the school for more than 500 hours in any consecutive twelve-month period are not eligible for election or appointment as parent governors. However, they can vote in parent governor elections if they are parents of children attending the school and can be governors at another school.

Staff governor recruitment process:

The school will advertise the staff governor opportunity.

Any staff wishing to apply should check that they are eligible by reading the enclosed qualifications and disqualifications criteria. The staff should then sign the declaration of eligibility form and return this with the completed nomination form.

Interested and eligible staff should then complete the nomination form.

They should include a statement, up to 150 words, about themselves, the skills, experience, and commitment they can bring to the governing body and why they would like to become a governor. All words over 150 should be deleted and not used in the election process. The statements should then be included on the ballot paper that goes out to all staff as well as being displayed in the staff room. Schools will acknowledge each nomination within two working days of the closing date.

A deadline date will be stated in the advert and all nomination forms should be submitted by this date and time.

If there is only one applicant, and they meet the requirements of the role and the terms of the qualifications and disqualifications criteria, they should automatically be offered the

governor vacancy. Where there is more than one nomination meeting the criteria and role descriptor:

The school will run an election process where staff will be invited to vote for their preferred candidate.

The date and time of the ballot count will be confirmed to all nominees, who are welcome to attend the count if they wish.

The candidate with the most votes will be offered the staff governor roles.

Appointed Governor

Where there is a recognised need for additional capacity or skills, the local governing body may choose to appoint an appointed governor. Appointed governors are identified by the Chair of Governor, but to be approved via a governor vote.

**Trustees are responsible for the removal of governors who fail to adhere to the governor code of conduct or requirements of the Scheme of Delegation.*

Local Hub Boards

Local Hub Boards (LHBs) are established to provide a channel of communication between the central team, Board of Trustees and Local Governing Bodies. The new format for 2025/ 26 will include both online briefings and a new in person annual conference. The format for 2025/ 26 is as follows.

3 online meetings with Chris Wheatley- CEO and Paul Goodman- Deputy CEO, taking place for 1.5 hrs. as follows.

- Autumn term governor hub briefing- 17.00- 18.30- 23rd September
- Spring term governor hub briefing- 17.00- 18.30- 17th March
- Summer term governor hub briefing- 17.00- 18.30- 7th July

These online meetings will be a key communication conduit and will include the following.

- Update on key developments across Flying High partnership.
- Updates on national policy changes, relevant to local governing bodies.
- Updates on key whole partnership areas of focus.
- Guidance for local governing bodies, including signposting to training opportunities.
- Any feedback to be raised by local governing bodies.

In addition, we will introduce a new in person annual governor hub conference. This event will take place as follows.

- 12.30- 16.30- Wednesday 26th November- Flying High HQ, NG96RY

This new event will be available to governor hub representatives and provide an in-depth opportunity to work collaboratively with other local governing bodies and the central team. A series of briefings and practical workshops, aim to provide detailed insight into key opportunities and risks to individual schools across the partnership, and provide clear guidance on how local governors can support and challenge their SLT. The central team will be fully present throughout the event, which will include SDG, Finance, Education, HR and Operations. This aims to further enhance the opportunity to connect and engage with both the central team, and other local governing bodies across the partnership.
Each school will be represented by the Chair or Vice Chair. Representation at Governor Hubs is compulsory for all local governing bodies. Where the lead representative is not available an appropriate alternative should be identified.

Representatives are responsible for ensuring information from LHBs is shared in local governing body meetings and enables effective decision making.

Clerking

Schools will continue to identify and source a clerking service that meets the needs of their school. This could be sourced via a service provider or individual.

All clerks must demonstrate that they have completed appropriate training and have a currency of knowledge.
As part of the procurement of a clerking service, all Flying High schools must include the following.

- Clerk to attend an online meeting with the Central Team during their term of office to provide an overview of the standardised agenda.
- Clerk to attend and minute all full governing body meetings.

Reporting Procedures

Within 15 working days of each meeting each LGB will:

- produce and agree minutes of its meetings;

- provide a summary document identifying (i) decisions made, (ii) recommendations to the Board, (iii) any items for the information of the Board and (iv) items for further discussion by the Board, to be raised at Local Hub Boards for escalation to the Board of Trustees or central team as appropriate.

Appendices

1. Overview of scheme of delegation responsibilities
2. Role descriptor - Chair of Governors
3. Role descriptor - Vice Chair
4. Role descriptor - Parent governor
5. Role descriptor - Staff governor
6. Role descriptor - Appointed Governor
7. Role descriptor - Clerk
8. Overview of link responsibilities and associated monitoring activity
9. Governor code of conduct
10. Parent election documentation
11. Policy framework
12. Support for recruiting governors

Appendix 1

Scheme of Delegation

Accountable The individual/group that has the ultimate or final accountability for ensuring completion of the task. This will include determining how the Trust and/or academies (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against. **(A)**

Responsible The individual/group that has responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. **(R)**

Challenge & Supports The individual/group who should provide challenge and support to ensure consistency and quality. **(C&S)**

Consulted The individual/group that should be consulted as part of the process of completing the task because they can provide valuable advice/input. **(C)**

Informed The individual/group that should be kept up to date about the progress of the task and/or the decisions in the task. **(I)**

Whilst the Trustees have delegated powers to the local governing body and will hold the local governing body to account for these areas, the Trust recognises that it is ultimately legally responsible and accountable for all statuary areas.

Area	Task	Trustees	CEO	Central Team	Hub	LGB	HT
Strategy	Set strategic objectives and determine the growth of the Trust	**A**	**R**	**C&S**	**I**	**I**	**C**
	Set strategic objectives of the school	**I**	**C&S**	**C&S**		**A**	**R**
	Develop the character, mission & ethos of the Trust	**A**	**R**	**C&S**	**C**	**C**	**C**
	Develop the character, mission & ethos of the school	**I**	**C&S**	**C&S**		**A**	**R**
Scrutiny	Performance- review and challenge progress of the Trust against its strategic objectives and KPIs	**A**	**R**	**C&S**			**I**

	Ethos – operation of the Trust & schools against the agreed character, mission & ethos	**A**	**R**	**R**			**I**
Compliance	Funding agreement – Trust complies with all obligations including the Academies Financial Handbook	**A**	**R**	**R**	**R**	**R**	**R**
	Regulatory – with all regulations affecting the Trust (including all charity law, company law, GDPR, employment law and health & safety)	**A**	**R**	**R**	**R**	**R**	**R**
	Financial oversight in schools – ensuring that there are appropriate financial controls so that there is regularity, probity, and value for money in relation to the management of public funds	**I**	**C&S**	**C&S**	**I**	**A**	**R**
	Completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions in the schools	**I**		**C&S**		**A**	**R**
Financial management	Deployment of school funding within schools	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Annual budget setting within KPI parameters	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Maintain an accurate three-year budget forecast within KPI parameters	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Complete monthly budget monitoring	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Deployment of pupil premium	**C**		**C&S**		**A**	**R**
	Deployment of sports funding	**C**		**C&S**		**A**	**R**
	Deployment of SEND funding	**C**		**C&S**		**A**	**R**
School performance	School improvement plan – for each school in line with the strategic priorities of the Trust and the improvement priorities for each school	**A**		**C&S**		**C&S**	**R**
	Setting targets and reviewing the performance of the Trust	**A**	**R**	**R**	**I**	**I**	**C**
	Setting targets and reviewing the performance of each school	**A**	**R**	**R**		**C**	**R**

	Quality of teaching – ensuring appropriate levels of support, challenge, and intervention to support delivery of education outcomes	**A**		**C&S**	**I**	**I**	**R**
	Attainment and progress of pupils inc. SEND, pupil premium, G&T, etc	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Develop a high quality, broad and balanced curriculum	**A**	**C&S**	**C&S**	**I**	**C&S**	**R**
	Ensure the curriculum delivers a range of appropriate experiences, responsive to the context and needs of children.			**C&S**		**A**	**R**
Pupil	Attendance – setting targets and reviewing attendance performance	**A**		**C&S**	**I**	**I**	**R**
	Behaviour – effectiveness of behaviour	**A**		**C&S**	**I**	**I**	**R**
	Exclusions - permanent	**C**	**A**	**C&S**	**I**	**C**	**R**
	Exclusions- fixed term	**I**	**A**	**C&S**	**I**	**C**	**R**
	Admissions	**C**		**C&S**	**I**	**A**	**R**
	Safeguarding	**C**	**C&S**	**C&S**	**I**	**A**	**R**
Staffing	Recruitment of Trust central team	**A**	**R**	**R**			
	Determining the leadership structure for each school	**A**	**R**	**R**		**I**	**R**
	Determining the wider staffing structure for each school	**A**		**R**		**I**	**R**
	Determining the pay bands for new appointments	**A**		**R**			
	Appointment of headteacher	**A**	**R**	**R**		**C**	
	Appointment of senior leaders	**A**		**R**		**C**	**R**
	Appointment of teaching staff (dependent on phase of school)	**A**		**C/R**		**I**	**R**
	Appointment of office manager	**A**		**R**		**I**	**R**
	Appointment of site manager	**A**		**R**		**I**	**R**
	Recruitment and appointment of remaining non-teaching staff	**A**		**C**		**I**	**R**
	Performance management of headteacher	**A**	**R**	**R**		**C**	
	Performance management of senior leaders			**C&S**		**A**	**R**

	Performance management of office manager			**C&S**		**A**	**R**
	Performance management of site manager			**C&S**		**A**	**R**
	Performance management of remaining school staff					**A**	**R**
	Performance management of Trust staff	**A**	**R**	**R**			
	Headteacher pay – pay progression	**A**	**R**			**I**	
	Teaching and non-teaching staff pay – pay progression					**A**	**R**
	Safeguarding of school staff	**I**	**C&S**	**C&S**		**A**	**R**
	Safeguarding of central team staff	**A**	**R**				
	Dismissal of school staff	**C&S**				**C&S**	**R**
	Dismissal of central team staff	**C&S**	**R**	**R**			
Buildings, premises, and resources	Health and safety in schools	**A**		**C&S**	**I**	**I**	**R**
	Repair and maintenance of schools	**A**		**C&S**	**I**	**I**	**R**
	Ensuring that the school environment reflects the vision and values of the school and the Trust	**A**	**C&S**	**C&S**		**C&S**	**R**
Coms and Marketing	Marketing to support admissions	**I**	**C&S**	**C&S**	**I**	**A**	**R**
	Adherence to Trust policy and procedure relating to marketing, websites, branding and communications (including press releases)			**C&S**		**C**	**R**
	Communication with families and wider stakeholders			**C&S**		**A**	**R**
	Website compliance			**A**		**C&S**	**R**
	Family and community voice			**C&S**		**A**	**R**
Register	Register of interest – Trust	**A**	**R**	**R**	**I**	**I**	**I**
	Register of interest – Schools	**I**	**I**	**I**		**A**	**R**
	Risk register – Trust	**A**	**R**		**I**	**I**	**I**
	Risk register – Schools	**I**	**I**	**I**		**A**	**R**
Appointments relating to governance	Appointment and removal of Trustees – ensuring Trustees have the skills to run the trust	**A/R** (Members)	**I**	**I**			

	Appointment of Chairs of governors	**I**	**I**	**I**		**A/R**	**C**
	Appointment of remaining governors – ensuring that LGBs have the skills to run the schools	**I**	**C**	**C**	**C**	**A/R**	**C**
	Appointment of clerk– LGB	**I**	**C**	**C**		**A/R**	**C**
	Removal of members of the LGB	**A**	**R**	**R**		**C**	**C**
	Management and effectiveness of local governing bodies	**C&S**	**C&S**	**C&S**	**I**	**A/R**	**C&S**
Policies	Review and approval of trust-wide policies	**A**	**R**	**R**	**I**	**I**	**C**
	Review and approval of school-level policies; implementation of policies		**C**	**C**		**A**	**R**
Training	Training for Trustees	**A/R**	**R**	**C**			
	Training for governors	**I**		**C**	**I**	**A/R**	**C**

Appendix 2

Chair of Governors

Leading governance

- Ensure the LGB and Headteacher have a shared vision and sense of purpose.
- Ensure the vision and culture of the LGB and Head teacher aligns to the mission, and cultural expectations of Flying High.
- Ensure the board sets a clear vision and strategy for the school.
- Support the development of the school in line with the needs of the community.
- Lead the board in monitoring the implementation of strategy.
- Develop a deep understanding of the financial position of the school, and ensure all decisions align to financial sustainability of the school.
- Set the culture of the LGB, balancing and valuing support and challenge responsibilities.
- Ensure equity and transparency in key decisions taken by the school leadership team.
- Where required, represent the governing board in its dealings with external partners and be an advocate for the school/trust.
- Engage in the Flying High governor hub meetings, or nominate an appropriate representative, to support strong communication between the central team and LGB.
- Set a culture that ensures all members of the LGB contribute to creating a positive culture for safeguarding all children.
- Embrace being a part of the life of the school, attending key events and activities, e.g. sports days, graduations; as appropriate and encourage other governors to do so.
- Ensure a meaningful community and parental voice.

Leading and developing the team

- Ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled.
- Support the development of experience, skills of the LGB to ensure it is representative of the community it serves.
- Ensure all members of the LGB have a thorough understanding of their role and receive appropriate induction and training as required.
- Distribute link governor responsibilities across the members in line with skills, experience and the needs of the LGB.
- Monitor the performance of all LGB members.
- Model and reinforce the Flying High governor code of conduct.

- Develop a good working relationship with the Vice Chair, ensuring they are kept fully informed and delegated tasks as appropriate.
- Ensure that all members have a deep understanding and have received appropriate training in safeguarding children.
- Ensure that there is a plan for succession for the Chair and Vice Chair.

Working with the Head teacher

- Build a professional relationship with the Head teacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- Monitor and support the wellness of the Head teacher.
- Meet regularly (normally monthly) with the Head teacher.
- Ensure involvement in Head teacher and Senior Leader recruitment by members of the LGB.
- Identify an appropriate governor who engages in Head teacher performance management alongside the Trust, and feeds back to the LGB.
- Ensure the Head teacher provides staff with an understanding of the role of the governing board and acts as link between the two.
- Ensure that safeguarding children is a focus and priority of the LGB.
- Ensure that financial sustainability is a focus and priority of the LGB.
- Ensure the board has the information it needs to monitor the experience of children across the school.
- Ensure the board has good knowledge of the school.
- Ensure there are mechanisms in place to listen to the views of parents, pupils and staff.

Leading governing board business

- Ensure the governing board appoints a clerk with the capacity and capability to provide professional advice and support to the LGB.
- Collaborate with the LGB clerk to establish effective working procedures.
- Work with the clerk and central team to plan for LGB meetings ensuring that agendas focus on the LGB key responsibilities and strategic priorities and avoid unnecessary paperwork.
- Ensure key information from Flying High governor hub meetings, are fed back to the full LGB.
- Chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached.
- Ensure that decisions taken at the meetings of the governing board are implemented.
- Participate in recruitment activity for Head teacher and Senior Leaders.
- Ensure that effective arrangements are in place for dealing with complaints made to the governing board under the Flying High complaints procedure.
- Ensure that effective arrangements are in place for dealing with whistle blowing and grievances, in line with Flying High procedures.
- Engage in feedback and an annual review process to ensure that the LGB has the skills and capacity to support the school.

Link responsibilities

- Fullfil link responsibilities in line with skills, experience and the needs of the governing body.
- Fullfil appropriate monitoring activity and feedback to the LGB, enabling informed decision making.

Person specification

All governors should demonstrate they will act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

In addition demonstrate the following skills and attributes:

- Commitment to the school.
- Commitment to the mission, and cultural expectations of Flying High.
- Personal integrity.
- Ability to maintain confidentiality at all times.
- Good understanding of the community in which the school is operating.
- Good understanding of the role and legal responsibilities of a local governing body.
- Strong relationship-building and communication skills.
- Ability to develop a strong and trusting relationship with the Head teacher.
- A commitment to supporting the wellness of the Head teacher.
- Negotiation and diplomacy skills with the ability to have courageous conversations.
- Ability to think strategically and objectively.
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk.
- Ability to chair meetings well, encouraging debate and facilitating decision-making.
- Ability to build and get the best out of a team while addressing any skills or experience gaps.
- Ability and willingness to delegate to and trust others.

Appendix 3

<u>Vice Chair of Governors</u>

Governor Strategic Leadership

- Support the Chair in developing a shared vision and sense of purpose between the Head teacher and LGB.
- Support the Chair in ensuring the vision and culture of the LGB and Head teacher aligns to the mission, and cultural expectations of Flying High.
- Deputise for the Chair of Governors, where required.
- Champion the needs of the community ensuring that the school develops in line with the needs of the community.
- Develop a deep understanding of the financial position of the school, and ensure all decisions align to financial sustainability of the school.
- Contribute to safeguarding all children, recognising personal responsibility for vigilance at all times.
- Engage in appropriate monitoring activity to develop a deep understanding of the experience of children across the school.
- Ensuring equity and transparency in key decisions taken by the school leadership team.
- Contribute to a positive LGB, balancing and valuing support and challenge responsibilities.
- Monitor the wellness of the Head teacher and Senior Leaders.
- Where appropraite represent the views of staff, families and wider stakeholders to support decison making.
- Where required, represent the governing board in its dealings with external partners and be an advocate for the school and Trust.
- Embrace being a part of the life of the school, attending key events and activities, e.g. sports days, graduations; as appropriate and encourage other governors to do so.

Governing body business

- Deputise for the Chair of Governors where required.
- Positively contribute to meetings, ensuring clear decisions are reached, in line with the priorities, finances and needs of the school.
- Accept collective responsibility for all decisions made by the local governing body or its delegated agents.
- Support senior leaders to implement decisions taken.
- Consistently adhere to the governor code of conduct.
- Where required particate in recruitment activity for Head teacher and Senior Leaders.
- Where required support the LGB in responding to complaints made to the governing board under the Flying High complaints procedure.
- Where required support the LGB in responding to whistle blowing and grievances, in line with Flying High procedures.

- Engage in feedback and an annual review process to ensure that the LGB has the skills and capacity to support the school.

Link responsibilities

- Fullfil link responsibilities in line with skills, experience and the needs of the governing body.
- Fullfil appropriate monitoring activity and feedback to the LGB, enabling informed decision making.

Person specification

All governors should demonstrate they will act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

In addition demonstrate the following skills and attributes:

- Commitment to the school.
- Commitment to the mission, and cultural expectations of Flying High.
- Skills and experience that alligns to the key responsibilities of the LGB; this to include but not limited to safeguarding, finance, HR, marketing and communications and education.
- Ability to maintain confidentiality at all times.
- Personal integrity.
- Good understanding of the environment in which the school is operating.
- Strong relationship-building and communication skills.
- Ability to form a strong and trusting relationship with the Head teacher and Senior Leaders.
- A commitment to supporting the wellness of the Head teacher and Senior Leaders.
- Negotiation and diplomacy skills with the ability to have courageous conversations.
- Ability to think strategically and objectively.
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk.

Appendix 4

Parent Governor

Family voice

- Form strong relationships with families across the school community.
- Support the Head teacher to complete consultation activity, gathering the views of families to feedback to the LGB, support decision making.
- Always remain neutral, when representing the voice of families.
- Demonstrate respect and always maintain confidentiality.

Governor Strategic leadership

- Contribute to a shared vision and sense of purpose between the Head teacher and LGB.
- Develop a deep understanding of the mission, and cultural expectations of Flying High.
- Champion the needs of the community ensuring that the school develops in line with the needs of the community.
- Develop a deep understanding of the financial position of the school, and ensure all decisions align to the financial sustainability of the school.
- Contribute to safeguarding all children, recognising personal responsibility for vigilance at all times.
- Engage in appropriate monitoring activity to develop a deep understanding of the the experience of children across the school.
- Contribute to ensuring equity and transparency in key decisions taken by the school leadership team.
- Contribute to a positive LGB culture, balancing and valuing support and challenge responsibilities.
- Embrace being a part of the life of the school, attending key events and activities, e.g. sports days, graduations; as appropriate and encourage other governors to do so.

Governing body business

- Positively contribute to meetings, ensuring clear decisions are reached, in line with the priorities, finances and needs of the school.
- Accept collective responsibility for all decisions made by the local governing body.
- Consistently adhere to the governor code of conduct.
- Where required participate in recruitment activity for Head teacher and Senior Leaders.
- Where required support the LGB in responding to complaints made to the governing board under the Flying High complaints procedure.
- Where required support the LGB in responding to whistle blowing and grievances, in line with Flying High procedures.
- Engage in feedback and an annual review process to ensure that the LGB has the skills and capacity to support the school.

Link responsibilities

- Fullfil link responsibilities in line with skills, experience and the needs of the governing body.
- Fullfil appropriate monitoring activity and feedback to the LGB, enabling informed decision making.

Person specification

All governors should demonstrate they will act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

In addition demonstrate the following skills and attributes:

- Commitment to the school.
- Commitment to the mission, and cultural expectations of Flying High.
- Skills and experience that align to the key responsibilities of the LGB; this to include but not limited to safeguarding, finance, HR, marketing and communications and education.
- Ability to maintain confidentiality at all times.
- Personal integrity.
- Good understanding of the commiunity in which the school is operating.
- Strong relationship-building and communication skills.
- Ability to form a strong and trusting relationship with the Head teacher and Senior Leaders.
- A commitment to supporting the wellness of the Head teacher and Senior Leaders.
- Negotiation and diplomacy skills with the ability to have courageous conversations.
- Ability to think strategically and objectively.
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk.

Appendix 5

Staff Governor

Representing staff

- Form strong relationships with all staff across the school community.
- Ensure staff are aware of your role on the LGB.
- Engage in consultation activity, gathering the views of staff to feedback to the LGB, to support decision making.
- Always remain neutral, when representing the voice of staff.
- Consider the wellness of staff, when contributing to LGB decision making.
- Demonstrate respect and always maintain confidentiality.

Governor Strategic leadership

- Contribute to a shared vision and sense of purpose between the Head teacher and LGB.
- Develop a deep understanding of the mission, and cultural expectations of Flying High.
- Champion the needs of the community ensuring that the school develops in line with the needs of the community.
- Develop a deep understanding of the financial position of the school, and ensure all decisions align to financial sustainability of the school.
- Contribute to safeguarding all children, recognising personal responsibility for vigilance at all times.
- Engage in appropriate monitoring activity to develop a deep understanding of the the experience of children across the school.
- Contribute to ensuring equity and transparency in key decisions taken by the school leadership team.
- Contribute to a positive LGB culture of the LGB, balancing and valuing the support and challenge responsibilities.

Governing body business

- Positively contribute to meetings, ensuring clear decisions are reached, in line with the priorities, finances and needs of the school.
- Accept collective responsibility for all decisions made by the local governing body.
- Consistently adhere to the governor code of conduct.
- Where required participate in recruitment activity for Head teacher and Senior Leaders.
- Where appropriate support the LGB in responding to complaints made to the governing board under the Flying High complaints procedure.
- Where appropriate support the LGB in responding to whistle blowing and grievances, in line with Flying High procedures.
- Engage in feedback and an annual review process to ensure that the LGB has the skills and capacity to support the school.

Person specification

All governors should demonstrate they will act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

In addition demonstrate the following skills and attributes:

- Commitment to the school.
- Commitement to the mission, and cultural expectations of Flying High.
- Personal integrity.
- Ability to maintain confidentiality at all times.
- Good understanding of the community in which the school is operating.
- Strong relationship-building and communication skills.
- Ability to form a strong and trusting relationship with the Head teacher and Senior Leaders.
- A commitment to supporting the wellness of the Head teacher and Senior Leaders.
- Negotiation and diplomacy skills with the ability to have courageous conversations.
- Ability to think strategically and objectively.
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk.

Appendix 6

Appointed Governor

Governor Strategic leadership

- Contribute to a shared vision and sense of purpose between the Head teacher and LGB.
- Develop a deep understanding of the mission, and cultural expectations of Flying High.
- Champion the needs of the community ensuring that the school develops in line with the needs of the community.
- Develop a deep understanding of the financial position of the school, and ensure all decisions align to financial sustainability of the school.
- Contribute to safeguarding all children, recognising personal responsibility for vigilance at all times.
- Engage in appropriate monitoring activity to develop a deep understanding of the the experience of children across the school.
- Contribute to ensuring equity and transparency in key decisions taken by the school leadership team.
- Contribute to a positive LGB culture, balancing and valuing support and challenge responsibilities.

Governing body business

- Positively contribute to meetings, ensuring clear decisions are reached, in line with the priorities.
- Accept collective responsibility for all decisions made by the local governing body.
- Consistently adhere to the governor code of conduct.
- Where appropriate support the LGB in responding to complaints made to the governing board under the Flying High complaints procedure.
- Where appropriate support the LGB in responding to whistle blowing and grievances, in line with Flying High procedures.
- Engage in feedback and an annual review process to ensure that the LGB has the skills and capacity to support the school.

Person specification

All governors should demonstrate they will act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

- Leadership

In addition demonstrate the following skills and attributes:

- Commitment to the school.
- Commitement to the mission, and cultural expectations of Flying High.
- Personal integrity.
- Ability to maintain confidentiality at all times.
- Good understanding of the community in which the school is operating.
- Strong relationship-building and communication skills.
- Ability to form a strong and trusting relationship with the Head teacher and Senior Leaders.
- A commitment to supporting the wellness of the Head teacher and Senior Leaders.
- Negotiation and diplomacy skills with the ability to have courageous conversations.
- Ability to think strategically and objectively.
- Capacity to process information quickly and understand relevant data, drawing valid conclusions with a considered approach to risk.

Appendix 7

Flying High Clerk to Governors Role Descriptor

To enable consistency of service for all schools, Flying High wishes to support schools and clerks in developing a clear meeting structure and a model agenda.
Schools and Local Governing Bodies (LGB) should agree the format of meetings an align clerking to meet this pattern of meetings. Meeting patterns and structures are detailed in the Governor Handbook (hyperlink below).
Key documents to review alongside this clerking role descriptor:

- Flying High Scheme of Delegation
- Governor Handbook

Main purpose of role is to:

Provide advice and guidance to the governing board on governance, constitutional and procedural matters as determined in the Flying High Scheme of Delegation.
A professional clerk will contribute towards the efficient functioning the LGB by providing:

- administrative and organisational support;
- guidance to ensure that the LGB works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for noncompliance; and
- advice on procedural matters relating to the operation of the LGB.

Main responsibilities and tasks

The clerk to the LGB will:

1. **Provide advice to the governing board**
    - Attend a termly briefing led by members of the Central Team to talk through the model agenda to ensure clarity of purpose and expectation.
    - Support the Chair of Governors and Headteacher in agreeing the model agenda (where items are relevant/not relevant to the school) and agree timings to ensure a focused meeting with appropriate time for each agenda item.
    - Advise the LGB on its core functions and Department for Education governance advice, in conjunction with the Flying High Scheme of Delegation and Governor Handbook.
    - Advise the LGB on governance legislation and procedural matters where necessary before, during and after meetings.
    - Know where to access appropriate advice, support and guidance, and as appropriate, escalate to the relevant member(s) of the Central Team.
    - Ensure any changes to the Flying High Scheme of Delegation, Terms of Reference or Governor Handbook are put into practice in the administration of LGB meetings.
    - Advise the LGB on the regulatory framework for governance (Maintained School Regulations/Academies, Company Law, Charity Law, Scheme of

Delegation, Terms of Reference, Articles of Association and Funding Agreement).
- Ensure that statutory policies are in place, and that staff revise these when necessary in line with delegated policies, noting where policies are issued centrally and governors need to be aware rather than formally approve.
- Advise on the annual calendar of LGB meetings and tasks.
- Send new governors induction materials and ensure they have access to appropriate documents, including Scheme of Delegation and Governor Handbook.
- Contribute to the induction of governors taking on new roles, in particular Chair of Governors
- Identify priorities, anticipates issues which may arise and draw these matters to the Chair's attention and propose recommendations.

2. Effective administration of meetings

- Managing communications and documentation through Governor Hub
- With the Chair and Headteacher, prepare a focused agenda for the LGB meeting using the Flying High model agenda to identify focus and timings.
- Liaise with those preparing papers to make sure they are available on time, and distribute the agenda and papers as required.
- Ensure meetings are quorate.
- Record the attendance of governors at meetings (and any apologies – whether they have been accepted or not), and take appropriate action in relation to absences, including advising absent governors of the date of the next meeting.
- Draft minutes of governance meetings, indicating who is responsible for any agreed action with timescales, and send drafts to the Chair and Head teacher.
- Circulate the reviewed draft to all governors.
- Follow-up any agreed action points with those responsible and inform the chair of progress.

3. Membership

- Advise governors and appointing bodies in advance of the expiry of a governor's term of office and the impact of this on the board's capacity and skills coverage.
- Establish, in discussion with the LGB, open and transparent vacancy filling processes and procedures for election and appointment so elections or appointments can be organised in a timely manner.
- Chair the part of the meeting at which the Chair is elected, giving procedural advice concerning conduct of this and other elections.
- Collate and maintain information about governors such as any pecuniary interests and where required publish this information on the school's website.
- Ensure Disclosure and Barring (DBS) has been carried out for governors.

- Maintain a record of training undertaken by members of the governing board.
- Maintain governor meeting attendance records and advise the Chair of potential disqualification through lack of attendance, ensuring attendance is published on the school website.

4. Manage Information

- Maintain up to date records of the names, addresses and category of LGB members and their term of office, and inform the LGB and Flying High Trust.
- Maintain copies of current terms of reference and membership of any working parties.
- Maintain a record of signed minutes of meetings in school, and ensure copies are sent to relevant bodies on request and are published as agreed at meetings.
- Maintain records of LGB correspondence.
- Ensure copies of statutory policies and other school documents approved by the governing board are kept in the school and published as agreed, for example, on the website.

5. People and relationships

- Work in accordance with the vision and values of the Flying High Partnership.
- Develop and maintain effective professional working relationships with the Chair, the LGB, central team members and school leaders.
- Contribute to the coordination of effective learning and development opportunities for those involved in governance, including induction, and continuing professional development.

6. Personal Development

- Undertake appropriate and regular training to maintain knowledge and improve practice.
- Keep up to date with current educational developments and legislation affecting school governance – ensuring clerking is line with academy governance and Flying High governance expectations.
- Participate in regular performance management.

7. Additional services

The clerk may be asked to undertake the following additional duties:

- Clerk any statutory appeal committees/panels the LGB is required to convene: if the clerk is not contracted to set up and clerk these panels, the LGB will have to make an alternative arrangement, supported by the Central Team.
- Assist with the elections of parent and staff governors.
- Maintain a file of relevant Department for Education (DfE) and Flying High governance documentation.
- Maintain archive materials.
- Prepare briefing papers for the LGB as necessary.

Appendix 8

Link Governor Responsibilities

Link governor responsibilities should be distributed across the members of the LGB, in line with skills, experience and the needs of the LGB.

Link governors should complete monitoring activity to feedback to the LGB to support key decision making.

Link governor roles include the following.

- Safeguarding
- Finance
- Targeted support (to include targeted funding- pupil premium, SEND and sports premium)
- Head teacher performance management
- Children's experience
- Communications and marketing
- Governor training
- Staff wellness (aligned to staff governor)

Full link responsibilities should be identified by each LGB.

Safeguarding and attendance

- Fully adopt the most up to date Keeping Children Safe in Education Statutory Guidance.
- Adopt and personalise all Local Authority and trust specific Safeguarding and Child Protection policies.

Governor Audits (Nottinghamshire/Nottingham City Schools)

- Autumn – complete the NCC and NSCP safeguarding self-audit from the local authority.
- Spring and Summer – complete the FHP termly safeguarding audits.

Governor Audits (Derbyshire schools)

- Autumn and Spring – complete the FHP termly safeguarding audits.
- Summer – complete the local authority audit.

- Ensure all audits are completed by the Designated Person (DP) and the Safeguarding Governor (SG) presented at the LGB meeting and a copy is sent to the trust should after each LGB meeting
- Support and challenge the school around safeguarding compliance and culture.

- Complete termly monitoring with the Head teacher or attendance lead, to monitor attendance. Monitoring should be completed ahead of each LGB meeting.

The Governor expectations around training to support safeguarding can be found in the table below:

Type of Training	When	Who
Whole School Safeguarding (KCSIE including online)	At the beginning of every academic year in line with KCSIE	All governors
Prevent Awareness	As soon as in post at the point of induction	All governors
Prevent Refresher	Every year once Prevent Awareness training has been completed	All governors
Managing Allegations	At least every three years in the event of being a case manager	Designated Governor for managing allegations / Chair of Governors
Safer Recruitment	At least every three years	Safeguarding governor and any governor(s) supporting safer recruitment
Trust Safeguarding Updates	Every year	Safeguarding governor

Training can be completed sooner by governors and other safeguarding specific training can be accessed linked to the training needs of the governing body.

Finance

- Enable LGB to provide challenge and scrutiny to set a budget inline with Trust KPIs, crucially maintaining a 5% surplus.
- Enable LGB to recommend the budget for approval to the Board of Trustees.
- Ensure monthly budget monitoring report is received in line with annual accounting timetable.
- Scrutinise monthly budget monitoring report in line with suggested LGB scrutiny questions.
- Termly meeting between finance governor, finance lead and headteacher to discuss three-year budget projection. Discussion to include any significant variances, issues that need to be presented to and discussed at LGB and any significant issues / variances emerging in relation to achieving Trust KPIs.

- Termly Trust budget monitoring report presented to Local Governing Body by SBM/headteacher supported by finance governor and discussed in detail.
- Monitor the progress against the internal audit action plan to ensure the identified actions have been undertaken.

Targeted support (to include targeted funding- pupil premium, tutoring, SEND and sports premium)

- Complete monitoring in the autumn term to develop a deep understanding of the priorities for pp funding, and the activities identified.
- Complete monitoring in the summer term with the relevant leader to develop a deep understanding of the approach to tutoring funding for the following academic year, to feedback to LGB.
- Complete monitoring in the spring term with the relevant leader to develop an understanding of the approach to sport premium.
- Complete on- going monitoring with the SENDCo to review SEND register, funding allocated to ensure that provision in place meets.

Head teacher appraisal

- Engage in Head teacher target setting, mid-year review and end of year review meetings.
- Represent the views of the LGB and the school's context to support target setting and performance reviews.
- Feedback to the LGB on targets sets and performance reviews.
- Feedback to the LGB on pay recommendation by the Trust.

Childrens' experience

- Support senior leaders to develop curriculum principles, that are responsive to the community the school serves.
- Engage in a curriculum open morning/afternoon with the school to support monitoring of the child's experience a minimum of twice per year. Open morning/ afternoon to include an overview of the curriculum from the curriculum leader, a learning walk, and the opportunity to speak to children and staff representatives about their experiences of the curriculum. This to be provided as feedback to the LGB to support decision making.
- Request Trust Education core visit forms ahead of full LGB meetings, to review, and feedback any findings.

Governor training

- Maintain a training log, recording all training complete by members of the LGB.
- Raise awareness of governor training available via Flying High, the National College (online CPL platform) and wider providers, e.g. NGA, Governor Hub, and Nottinghamshire County Council.
- Ensure all governors complete statuary training, to include safeguarding training, as detailed above, and other relevant training in line with the responsibilities of the LGB.

Communications and Marketing

- Engage in the setting of the annual marketing plan.
- Ensure annual marketing / numbers on roll action plan is complete and monitor delivery.
- Review first / in-year admissions numbers at key milestones (admissions closing date, national offer day, half termly in-year admissions / total number on roll).
- Feedback from parents/families on effectiveness of communication (newsletters, Dojo, social media, website etc).
- Review annual parent/families survey and share summary feedback to inform future approach to marketing.

Staff wellness (aligned to staff governor)

- Monitor staff wellness of the school, inviting feedback from staff members, to support LGB decision making.
- Review the outcomes of an annual school wellness survey, and feedback to LGB members to support decision making.

Appendix 9

Code of Conduct for Local Governing Bodies

The Trust recognises that governors bring many different skills and experiences to local governing bodies. This code of conduct aims to help governors to share an understanding of the expectations of the role of governor; and to be able to work together as effectively as possible to the benefit of children within the school and across the Trust. We also recognise that governors commit much time and energy to the role, and we want it to be a positive and rewarding experience. To this end, this Code of Conduct sets out the common understanding of the broad principles by which local governing bodies and individual governors will operate, to effectively carry out their work within schools and community. The Code of Conduct covers the following areas:

- Seven principles of public life
- The strategic role of the local governing body
- Roles and responsibilities
- Commitment
- Relationships
- Confidentiality
- Conflicts of interest
- Breaches of the Code of Conduct
- Information to be published on the school website
- Undertaking by individual governors

The Flying High Trust expects governors to act and behave in a manner compatible with the **Seven Principles of Public Life** – namely:

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

(Committee on Standards in Public Life, Crown, May 1995)

The strategic role of the local governing body

The powers delegated to local governing bodies by the Flying High Trust are detailed in the Scheme of Delegation agreed with each school. In summary, the local governing body is responsible for ensuring:

- Senior leaders to set strategic objectives for the school.
- Governors act as a custodian for Trust mission, and cultural expectations.
- Development of the character, mission, and ethos of the school.
- Compliance of the school in line with all statuary and Flying High obligations.
- The setting and monitoring a school budget, which is responsive to the needs of the school and all children.
- The curriculum delivers a range of appropriate experiences, responsive to the context and needs of the children.
- A fair and transparent process, in line with policy to determine admissions to the schools.
- The school adheres to all statutory process to enable the safety of every child.
- The school embeds a culture of safeguarding, recognising personal responsibility for vigilance at all times.
- Involvement in the Head teacher performance management process ensuring targets set and review, is responsive to the school context and includes the voice of governors.
- A fair and transparent process for performance management is implemented for all staff, leading to equitable decision making on pay awards.
- A pro-active approach to marketing to ensure sustainable admissions.
- The school develops a fit for purpose communication mechanism for families and the wider community.
- Families and community voice isa represented in relevant decision making.
- The school has an active and accurate risk register in place.
- The review, approval, and implementation of school level policies.
- The governing body accesses all statutory and developmental training.

Roles and responsibilities of governors

As members of the local governing body, it is important that governors:

- Understand the differing roles and responsibilities of the Flying High Trust Board of Trustees, Flying High Governor Hub, and the local governing body and the Head teacher.
- Understand the responsibilities of the Local Governing Body, through a detailed understanding of the Scheme of Delegation.
- Accept that you have no legal authority to act individually, except when the local governing body has given you delegated authority to do so, and therefore you will only speak on behalf of the governing board when you have been specifically authorised to do so.

- Accept collective responsibility for all decisions made by the local governing body or its delegated agents. This means that you will not speak against majority decisions outside the governing body meeting.
- Have a duty to act fairly and without prejudice, and in so far as you have responsibility for staff, you will fulfil all that is expected of a good employer.
- Will consider carefully how your decisions may affect the community, the Trust and other schools.
- Will always be mindful of your responsibility to maintain and develop the ethos and reputation of the school and the Trust; and to be advocates for and support the principles and values of the Trust.
- Will always be mindful of issues of confidentiality, and the reputation of the school and Trust when using social media; and not engage in comment or discussion on social media as a governor without the explicit approval of the governing body.
- Will follow the procedures established by the Flying High Trust and the local governing body when making or responding to criticism or complaints affecting the school.
- Will actively support and challenge the Head teacher.
- Will actively monitor and support the wellness of the Head teacher and wider staff team.
- Will use the procedures outlined in the Trust's Whistleblowing Policy if you have concerns about wrongdoing at the school or Trust and feel that those concerns are sufficiently serious to require reporting.

Commitment

In taking on the role of governors in Flying High Trust schools, we expect that you will:

- Acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- Will involve yourselves actively in the work of the governing body, and accept your fair share of responsibilities, including service on working groups.
- Will make full efforts to attend all meetings and where you cannot attend explain in advance why you are unable to.
- Will get to know the school well and respond to opportunities to involve yourselves in school activities.
- Will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Head teacher.
- Utilise a school email address to support any communications related to your role as a governor.
- Will consider seriously your individual and collective needs for training and development and will undertake relevant training. This to include but not limited to, statutory annual safeguarding training.

- Accept that, in the interests of open governance, your full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests and category of governor may be published on the school's website.

Relationships

To be effective, it is vital that governing bodies are founded on positive working relationships. It is expected that governors will:

- Strive to work as a team in which constructive working relationships are actively promoted.
- Express views openly, courteously and respectfully in all communications with other governors.
- Support the chair in his/her role of ensuring appropriate conduct both at meetings and at all times.
- Engage in open and frank discussions and show respect for differing views and opinions.
- Seek to develop effective working relationships with the Headteacher, staff and parents, central team members and Trustees of the Flying High Trust, and other relevant agencies and the community.

Confidentiality

It is vital that the work of the local governing body can be undertaken in a culture of openness and trust. Therefore, as governors, you will be expected:

- To observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside and outside school.
- To exercise the greatest prudence at all times when discussions regarding school and Trust business arise outside a governing body meeting.
- Not to reveal the details of any discussions or votes within the governing body, unless expressly agreed by the governing body.

Social Media

- Exercise extreme caution when using social media outside work and avoid publishing, or allowing to be published, any material, including comments, or images, that could damage your professional reputation and/or bring the school or Flying High into disrepute.
- If you do use social media, it is strong advised to set your profile to 'private' and under no circumstances allow public access to pupils and their families, unless they're an existing personal relationship.

- Always be mindful of issues of confidentiality, when using social media; and not engage in comment or discussion on social media as a governor without the explicit approval of the governing body.

Conflicts of interest

Governors are expected to act impartially and without personal/professional gain from the decisions taken by the governing body. It is expected that you will:

- record any pecuniary or other business interest (including those relating to people to whom you are connected) that you have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting you will offer to leave the meeting for the appropriate length of time. You accept that the Register of Business Interests will be published on the school's website.
- Declare any conflict of loyalty or interest at the start of any meeting should the situation arise.
- Act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body e.g. as a parent or member of staff.

Breach of this code of conduct

In the event of a breach of this code of conduct, it is expected that:

- You will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that you believe has breached this code, you should raise the matter with the Chair of the Board of Trustees of the Flying High Trust who will investigate.

The following information about each governor will be published on the school's website:

- Name
- Category of governor
- Term of office
- Details of any positions of responsibility such as chair or vice-chair of the governing body
- Business interests.

Undertaking

As a member of the Governing Body I will always have the well-being of the children and the reputation of the school at heart. I will do all I can to be an ambassador for the

school, publicly supporting its aims, values, and ethos. I will never say or do anything publicly that would embarrass the school, the Governing Body, the Head teacher, the staff or the Flying High Trust.

I understand that I must declare business interests and this information will be published on the school's website along with my name, details of my term of office and responsibilities as a governor. Failure to reveal this information may be judged as bringing the Governing Body into disrepute and could lead to my role as a governor being suspended.

Signed .....

Printed name .....

Date .....

Appendix 10

Parent governor election documents

All schools should use the documentation within this guide to ensure compliant appointment of parent governors.

Contents:

Template letter to parents and candidate form....40

Template letter to parents with ballot paper....43

Template letter to successful candidate(s)....45

Template letter announcing the results to parents....46

Documents contain some text highlighted in yellow – this content should be personalised to the context of your school or removed if not applicable.

The creation of these documents has been done so to meet the requirements of:

- Statutory guidance on the constitution of governing boards in maintained schools
- The Flying High Articles of Association
- The Governance Handbook
- The School Governance (Constitution) (England) Regulations 2012

Template letter to parents and candidate form

Dear Families

I am writing to inform you of [a vacancy/vacancies] for the role of parent governor on our Local Governing Body (LGB)

The role of the Local Governing Body

The school's LGB is responsible for providing confident and strategic leadership, and creating robust accountability, oversight, and assurance for agreed areas of the school's performance.

The LGB is passionate about education and committed to continuous school improvement to ensure the best possible outcomes for our children.

To read about the role and responsibilities of the LGB please review appendix 3- 7

The role of a parent governor

As a parent governor, you will be part of the LGB to make sure it effectively carries out the duties referred to above. You'll also play a vital role in bringing a **parental view to the LGB,** supporting developments in the experience of children in the school, parent voice, marketing of the school and ensuring effective communication between the school and families.

To be a parent governor you should have:

- A strong commitment to the role and to ensuring our children receive the very best education, experiences, and opportunities.
- Good inter-personal skills, curiosity, and a willingness to learn and develop new skills.

A full overview of the role of parent governor and expectations of governors can be found in appendix 5

How to apply

If you're interested in applying for the role, please complete the candidate form attached to this letter and return to [insert name, email address or school office] by [insert date]. If we receive more applications
than there are vacancies, a secret ballot will be carried out. We will inform you closer to the time if this will be the case.

If you have any queries about this process or would like to find out more about the role, please contact
[insert name].

Yours sincerely,

Candidate name:	
Candidate address:	
Candidate statement:	In this section, outline: • The skills and experience you have that the governing board requires • Your commitment to undertaking training to acquire or develop the skills needed to be an effective governor • If applicable, details of your contribution to the work of the governing board during your previous term of office • How you plan to contribute to the future work of the LGB

I confirm that I am a parent or carer of a registered pupil at the school.

Signed: _____

Date: _____

Template letter to parents with ballot paper

Dear Families

I wrote to you on [insert date] to invite nominations for the [vacancy/vacancies] for [a parent governor/parent governors].

As we have more candidates than vacancies, we must now hold a ballot. With this letter, you will have received a ballot paper with the names of the candidates. You may vote for up to [insert number equal to the number of vacancies] of the candidates.

You should:

- Read the candidate statements attached to this letter
- Mark an X alongside the candidate name you wish to vote for. **Do not** mark the ballot paper in any other way
- Return your ballot paper to the school office by [insert date]

If you have any queries about this process, please contact [insert name/the school office] by [phone/email].

Yours sincerely,

Name of candidate	Mark chosen candidate(s) with an X below
Candidate A	
Candidate B	
Candidate C	
Candidate D	

Name of person completing the form: (this is used purely to verify that the person voting is a parent/carer of a child within the school and therefore eligible to vote)

_____

Template letter to successful candidate(s)

Dear [insert name]

We're delighted to inform you that you have been elected as parent governor. Your term of office will commence on [insert date] for [insert number of years].

Your first Local Governing Body meeting will be held on [insert date and time]. We'll send through your induction pack and a copy of the agenda ahead of the meeting.

There are a few things you can do to help you feel more prepared for your first meeting. We recommend that you:

- Look at the school website and read our latest Ofsted report.
- Take a look at the Governance Handbook, which sets out the duties of the governing board (https://www.gov.uk/government/publications/governance-handbook)

In the meantime, if you have any other questions please do not hesitate to contact [insert name and contact details].

We look forward to working with you.

Yours sincerely,

Template letter announcing the results to parents

Dear Families

I am writing to inform you of the result of our election for parent governor(s).

Elected: [insert name(s)]

We would like to thank all those who put their name forward and took the time to complete candidate statements, and those of you who voted. Details of the number of votes cast can be obtained on request from [insert location].

We are delighted to add further expertise and capacity to our Local Governing Body to ensure that our school continues to strive for excellence and to meet the needs of our children, families and community.

Yours sincerely,

Appendix 11

Policy framework

Appendix 12

If you are experiencing difficulties in recruiting governors, we highly recommend taking the following steps:

1. **Advertise on the Nottingham Community and Volunteering website:**
   Website: Home | nottinghamcvs.co.uk
   You will need to create an account to be approved to post any vacant roles. This can be done by the Local Governing Body (LGB) or a member of the school staff who may be more appropriate. Interested individuals can then inquire about the role or apply directly. To apply for an account, please visit: Apply for Leader of Volunteers account | nottinghamcvs.co.uk
2. **Post vacancies on the Inspiring Governance website:**
   Website: Recruiting Governors - Inspiring Governance

   When advertising please refer to the Governance Handbook for a detailed outline of the main responsibilities of the role.
3. **Engage local organisations:**
   Consider reaching out to local organizations in the vicinity of your school to inquire if there are any volunteers interested in taking up a governor role.
4.

If you continue to face challenges in recruiting governors, please contact the Executive Officer and Company Secretary at zmallett@flyinghightrust.co.uk