

# Academy Advisory Board Handbook

June 2014



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## The Education Fellowship









The Education Fellowship was originally founded to raise a generation of children who grow, learn, dream and become fulfilled beyond all expectations.

The Education Fellowship aims to enable children to leave our academies wiser, more fulfilled, and with greater opportunities and choices in every area of their lives than previous generations

We want to enable all those children who come to our academies to receive an outstanding education. We believe that every child has a right to aspire and to learn and should be encouraged to do so to the limits of their ability.

Our collective achievement will be measured by the success of our weakest students and opportunities for all the strongest students to excel. We must fulfil our purpose that this generation will leave our academies better equipped and educated than generations of previous state educated children/young people in order to make a successful transition to adulthood.

Everything we do is underpinned by our values:

-  Courage to stand up for what we believe in
-  Respecting others
-  Having fun and a good quality of life
-  Honesty and integrity
-  Humility, compassion and concern for others
-  Tolerance and forgiveness
-  Confidence to lead
-  Kindness

By staying true to these we believe that every member of staff, every child and every academy will have the moral compass that underpins lasting success.

# 1. Introduction

This guidance is intended for the use of Academy Advisory Bodies (AABs). It outlines the roles and responsibilities for the Chair of the AAB and other members of the AABs in Education Fellowship Academies.

The multi-academy structure means that The Education Fellowship board is ultimately responsible to the Secretary of State for the education and financial arrangements within its academies. In law, the fellowship board is the advisory body of all academies within the trust (see *the master funding agreement in appendix 1*). The CEO is ultimately responsible for decisions relating to how each academy is run under the guidance of the executive, for example from the curriculum to staffing. The Multi-Academy Trust (MAT) can establish an Academy Advisory Board for each of its academies, to which it can delegate some of its functions. The MAT remains accountable for these functions. The fellowship has decided to retain an AAB structure for each academy and welcomes the support and advice that Advisory bodies provide to Principal/Headteachers and academies as follows:

-  The Chair of the AAB reports to the fellowship Chief Executive Officer (CEO);
-  The Principal/Headteacher reports to the fellowship Chief Executive and looks to the Chair of the AAB for challenge and counsel;
-  The role of AAB is to support the Executive Board in holding the Principal/Headteacher and SLT to account on the delivery of the agreed strategy for the academy;
-  The AAB are local representatives for the fellowship in the academy and community.

The fellowship AABs are key to our ability to fulfil our vision. Governors know the local community, they know the academy and they are uniquely placed to give the Principal/Headteacher relevant support. We need and welcome the help of AABs to achieve this vision through their constant support, advice and guidance. Depending on the current status of the academy (outstanding/good or requires improvement/special measures) we expect AABs to operate as summarised in the following two tables (see appendix 2 for full categorisation):

**Table 1 – for academies with categorisation of requires improvement or inadequate**

AAB responsibilities (fellowship delegated)	Principal/Headteacher lead with AAB guidance (fellowship informed)	Principal/Headteacher with advice of AAB chair and fellowship led	Fellowship led (AAB chair/Head input)
Student welfare	Challenge & support	Academy strategy	Finance & budgets
Monitoring premises condition	Safeguarding & inclusion (except significant)	Teacher & staff recruitment	Head, SLT & bursar & appointment
Health & Safety	Pupil behaviour	Performance related pay	Chair appointment
Community crisis	Admission appeals	Permanent exclusions	Admissions policy
Challenge & support	Curriculum lead links	Redundancy	Staff discipline appeals

Admission appeals	Pupil premium expenditure	Non-parent governor recruitment	3 month review with Head (Chair to attend)
Understand strengths/weaknesses of school	Local enrichment & community links	Significant change to staffing structure	HR panels involving dismissal
	Monitoring attendance & inclusion		Safeguarding (significant breach)
	Impartial careers advice (including speakers)		

**Table 2 – for academies with categorisation of outstanding or good**

<b>AAB responsibilities</b> (fellowship delegated)	<b>Principal/Headteacher lead with AAB guidance</b> (fellowship informed)	<b>Principal/Headteacher with advice of AAB chair and fellowship led</b>	<b>Fellowship led</b> (AAB chair/Head input)
Student welfare	Challenge & support	Academy strategy	Finance & budgets
Monitoring premises condition	Safeguarding & inclusion (except significant)	Teacher & staff recruitment	Head, SLT & bursar & appointment
Health & Safety	Pupil behaviour	Performance related pay	Chair appointment
Community crisis	Admission appeals	Permanent exclusions	Admissions policy
Challenge Head/SLT	Curriculum lead links	Redundancy	Staff discipline appeals
Monitoring/challenging pupil progress	Pupil premium expenditure	Facility & building programme	Head performance management
Monitoring attendance & inclusion	Local enrichment & community links	Non-parent governor recruitment	3 month review with Head (Chair to attend)
Monitoring pupil premium expenditure	Impartial careers advice (including speakers)	Significant change to staffing structure	HR panels involving dismissal
Understand strengths/weaknesses of school			Safeguarding (significant breach)

### **1.1. Attendance by fellowship executive and officers at AAB meetings**

As representatives of the overarching advisory body, The Board of Trustees, fellowship officers will attend meetings as appropriate. Fellowship officers can also be invited to attend if required and if they are needed to ensure a quorum is in place. Please inform the fellowship of all upcoming meeting dates by emailing [the fellowshipgovernoroffice@educationfellowship.net](mailto:fellowshipgovernoroffice@educationfellowship.net).

## 1.2. The Role of the Chair of the AAB

The Chair of the AAB is a critical role and needs to be held by a strong, skilled leader. An ambassador for the academy and for the fellowship's principles and vision and, of course, is a significant support to the Principal/Headteacher in achieving short and long term targets and objectives. The Chair's role is a vital representative of the academy in the local community and supportive in building collaborative partnerships with other local academies, businesses and the wider community.

The Chair of the AAB's priority is to work with the fellowship and the Principal/Headteacher and SLT towards the fellowship's vision in a relationship of trust with open and honest communication. A guardian of our values; they are key to the pursuit of excellence and are wholly committed to the fellowship's strategic plan and the academy improvement plan.


The Chair will, where possible, take part in academy reviews with the fellowship executive board members every three months. The Chair will maintain appropriate contact with the CEO, or his designated representative, when appropriate.









On a practical level the Chair will be responsible for agreeing the agenda of AAB meetings with the Clerk and Principal/Headteacher to ensure the AAB can support the improvement planning and strategy within the academy. They will chair the AAB meetings, liaising with the Principal/Headteacher and the fellowship. The fellowship will arrange events to support the development of AAB Chairs to share best practice and develop skills, knowledge and understanding as appropriate. They will delegate meeting organisation and minutes to the Clerk.

## 1.3. The Role of a Governor

Governors are equivalent to non-executive governors and act as supporters of the Chair of the AAB in supporting the HT in the achievement of the academy's strategy and objectives. Although the trust is ultimately responsible for challenging the head, senior leaders and academy staff, the trust may task the AAB with assisting and challenging schools. Governors have equal status and have an active advisory role within the academy to support the Principal/Headteacher to ensure the academy is on track to reach its targets within the fellowship's strategic plan and the academy improvement plan.

Governors will:

-  Receive a full report on the academy and its progress from the Principal/Headteacher as information, for discussion and challenging where appropriate and as delegated. The Principal/Headteacher will outline the progress of the academy against its strategy and the AAB will then establish action groups in areas of need which will be time bound projects for a subset of governors;

-  Alert the fellowship if there are any issues which it considers to be relevant in the journey the academy is pursuing either as a celebration of, or deviation from, the strategy;
-  Consider how best they can act as a support for the academy in its regular pattern of events, relating them to the community and their own places of work/areas of expertise;
-  Encourage people from outside the academy to visit the academy and to play a role in enriching the experience of children in the academy;
-  Consider how best our group of contacts could play a part in supporting the academy's drive to improve results including literacy and numeracy in conjunction with the way in which the Principal/Headteacher wishes to see this progress;
-  Receive appropriate training, obligatory attendance or completion in some areas;
-  Have regular contact with the fellowship via the Chair;
-  The AAB should schedule six Full Advisory Board (FAB) meetings that target key areas of activity associated with the academy priorities outlined in the academy improvement plan (see appendix 3 for draft agenda);
-  In addition to the FABs, the AAB can introduce targeted action groups (operating as 'task and finish' groups). It is important that the action groups correlate with the key strategic priorities of the academy. Each action group will be tasked to achieve given objectives for specific aspects of academy life and community relationships:

#### **ACTION GROUP: EXAMPLE**

**AIM:** Supporting the academy with developing parental and community engagement as outlined as a priority in the Academy Improvement plan. The target is to reach the 30% hard to reach parents.


**ACTION:** To identify the group and develop strategies to engage them using experiences from other academies, other walks of life and local insights from the parent governors/SLT and the target group themselves.

**TIME FRAME:** 18/24 months to see full impact












**MEASURABLES:** Increase engagement from target group including supporting pupil learning, attendance at parent evenings and their approach to academy.

All the action groups should have specific, measurable, attainable, relevant and time-bound (SMART) objectives. The remit of these action groups and mechanisms for feeding back to the AAB will be agreed locally. The objectives and targets of the action groups will be reviewed annually against the academy's priorities by the Chief Executive, the Chair of the AAB and the Principal/Headteacher. Governors may also be assigned to particular phases/areas of the academy at the discretion of the Chair.

The following questions are key for governors to think about in relation to the academy:

-  Is the vision for the academy known and understood by the whole academy community including staff, children and parents?



-  How can you support the academy by being a guardian of the values of the fellowship and the academy? Does the academy community know what the values are and live by them?
-  How are we supporting the raising of standards and the narrowing of the gap for ALL children?
-  Are we making the best use of the Pupil Premium and is this being effectively monitored to ensure impact on learning outcomes?
-  How can we enable the academy to ensure it is meeting the needs of all pupils/students?
-  How we can support the development of the staff skills set?
-  How does the academy promote good behaviour to enhance learning?
-  Are the buildings and other assets in good condition and are they well used. Are there other things we could do to support this or challenge?
-  Do we keep children safe and healthy?
-  How well do we keep parents informed and take account of their views?
-  Does the academy offer a wide range of extra-curricular activities which engage all pupils?
-  Are you aware of the outcomes of the Academy Fellowship Forums?

All governors visiting the academy for a specific purpose as agreed with the head, chair or SLT must comply with the Governors Code of Conduct and Code of Practice for Governors Visits (see appendix 7).

#### **1.4. Structure of the Advisory Board**

AABs will normally be of between seven and ten in number. At the point of conversion the fellowship would normally invite current academy Governors to join the AAB although this is subject to discussion and agreement with the fellowship.

Chair of the AABs and Governors will have three year fixed terms to ensure we regularly bring in "new blood". Ideally this would be staggered on a three year rolling basis so that we would have a system where a third of the Advisory Board is re-elected/newly appointed every year. Governors can be re-elected for a maximum of three terms.

The AAB will ideally have a minimum of two parent governors (see appendix 4 for standard recruitment letter). It is anticipated that the majority of governors will be from the local community and that they would bring a wide range of skill sets to the academy. They will have a knowledge of the demographics of the local community and will bring skills they have developed in other spheres of their life to the academy to help widen the academies resources.

The fellowship will seek Governors who will promote and support the fellowship policy, strategy and values, adding an essential contribution to the academy because of their local knowledge and specialist skills. The AAB will support the Principal/Headteacher and staff in every way possible in the delivery of the Academy Improvement Plan and agreed strategy. They will monitor and evaluate progress towards targets in the Academy Improvement Plan and challenge where appropriate. They are the eyes and ears for the fellowship Executive by working

on clearly defined parameters agreed with the fellowship CEO and Director of Education they will be an invaluable resource for the academy.

At the fellowship we have introduced Academy Fellowship Forums which will provide an opportunity for pupils and staff to challenge both locally and at the fellowship board level the way their academy is run. The AAB should ensure that they are aware of the outcomes of the Academy Fellowship Forums and should be presented with summary outcomes as a standard FAB item. Where appropriate, governors will assist the fellowship to action them.

It should be noted that person(s) can be disqualified from holding office as a governor, see appendix 5 for clarification.

### **1.5. Delegated areas of responsibility**





The multi-academy structure means that The Education Fellowship board are ultimately responsible to the Secretary of State for the education and financial arrangements within its academies. In law, the fellowship board is the advisory body of all academies within the trust and therefore responsible and ultimately accountable.

The fellowship retains a AAB structure for each academy and enables the AAB to challenge, support and advise the Principal/Headteacher as well as fellowship executives. The trust structure, which minimises delegated responsibilities allows the AAB freedom to carry out their duties as governors whilst the fellowship board carries the responsibility. However, the fellowship delegates a range of responsibilities as outlined in appendix 2.

The fellowship would expect every AAB to have one or more governors to be named as responsible for Safeguarding, Health & Safety and SEND. Other named governors are at the discretion of the Chair and will depend on the size of the AAB, for example training and development or Ofsted lead. Details on how Ofsted will inspect Governance arrangements can be found in appendix 6.

### **1.6. Governor Training and Induction**

All AAB members should be given an induction that would include as a minimum:

-  A visit to the academy and a meeting with the Principal/Headteacher, Chair and where possible a member of the fellowship Executive;
-  Access to a mentor by a more experienced member of the AAB and for this to be arranged locally;
-  Complete a skills audit (see appendix 10);
-  An introduction to safeguarding session.

The Chair and Principal/Headteacher should assess the training needs of their group and how best to address them within the academy's budget. There will be some mandatory training for all Governors as decided by the Chair and/or the fellowship.

## 2. AAB areas of responsibility













Support for functions of the academy will largely be achieved through the FAB meetings as laid down in the Academy Standards and Framework Act and the Academy Procedures Regulations (<http://www.legislation.gov.uk/ukpga/1998/31/contents>). See appendix 3 for an exemplar agenda and terms of reference (ToR).

### 2.1. Full Advisory Board (FAB) meetings

It is recommended that FABs meet six times per academic year to monitor the school development and action plan. The duties of this group will be reviewed annually and the fellowship will be asked to agree any changes (see appendix 3 for ToR). FAB meetings should include the following areas or dedicated agendas to deal with specific functions related to the following areas:


#### 2.1.1. Student Welfare








As part of the FAB, taking advice from the Principal/Headteacher, the fellowship officers and Lead Professionals shall:

-  Take primary responsibility for reviewing matters concerning student and staff welfare
-  Be provided with reports about the involvement with other agencies, child protection and looked after children issues
-  Address problems with students, including the review of exclusion trend statistics
-  Monitor and evaluate progress towards targets in the Academy Improvement Plan
-  Monitor the welfare of pupils with statements and students with learning difficulties
-  Hear complaints about matters other than the curriculum, in accordance with the complaints procedure adopted by the academy and ensure the fellowship are informed of complaints
-  Oversee the drafting of the home/academy agreement and recommendations for AAB approval
-  Support the Principal/Headteacher with matters of student health and welfare
-  Oversee home/academy and community/business links
-  Support the Principal/Headteacher to ensure that pupil attendance arrangements meet statutory requirements
-  Support the Principal/Headteacher to ensure information, advice and guidance is provided for all students at key transition points
-  Support the Principal/Headteacher by overseeing arrangements for field trips and academy visits in line with academy policy, are legally compliant and are in and within budget

#### 2.1.2. Health and Safety





As part of the FAB, taking advice from the Principal/Headteacher, the fellowship officers and Lead Professionals shall:

-  Monitor the Health and Safety Policy, making recommendations to the Chair of the AAB/Principal/Headteacher/the fellowship as necessary

-  Receive reports on health and safety/building condition issues and provide advice to Principal/Headteacher and the fellowship
-  Support the Principal/Headteacher to review the academy's compliance with the statutory Health and Safety Handbook is this right?
-  Communicate with other stakeholders to promote a culture which recognises that controlling health and safety risks is an essential part of everyone's daily life
-  Support the Principal/Headteacher to ensure the Leadership Team has considered specific health and safety issues and that legal minimum standards for health and safety are being met
-  Oversee site security arrangements and practice and review periodically. Monitor the performance by checking that:
  1. Physical controls are in place and working
  2. Agreed actions have been carried out
  3. Procedures are working
-  Liaise with the fellowship Director of Education and Director to the CEO to create and maintain a academy-wide critical incident plan
-  Support the Principal/Headteacher to ensure staff are aware of and understand the plan.









### **2.1.3. Condition of premises**

As part of the FAB, taking advice from the Principal/Headteacher, the fellowship officers and Lead Professionals shall:

-  Monitor the condition of the academy site, making recommendations to the Chair of the AAB/Principal/Headteacher/the fellowship as necessary
-  Receive reports from staff on concerns arising from facilities and building condition issues and provide advice to Principal/Headteacher and the fellowship
-  Receive reports from the fellowship on conditions reports, asset management and available maintenance grants to support priority works
-  Make recommendations and requests to the fellowship on priority works

### **2.1.4. Curriculum and Standards (including pupil performance)**

As part of the FAB, taking advice from the Principal/Headteacher, the fellowship officers and Lead Professionals will look at:

-  Curriculum planning
-  Qualifications both pre and post-16 (where applicable)
-  Assessment, attainment and progress
-  Monitoring key performance data
-  Monitoring key improvement plans and interventions
-  Vulnerable groups progress
-  Pupil premium deployment and outcomes
-  Exclusions and attendance

### **2.1.5. Pupil Behaviour**

A committee will be convened, where necessary to carry out the function laid down in the national guidance on exclusions. The committee will act in accordance with the procedures agreed with the fellowship and undertake the

functions of the full AAB in relation to pupil discipline and excluded pupils. This committee requires a quorum of 3 voting members (see appendix 3).

### **2.1.6. Pupil Behaviour Appeals**

Those AAB members who served on the originating committee are not eligible to serve on this committee. The committee will act in accordance with the procedures agreed with the fellowship and undertake the functions of the AAB in relation to pupil discipline appeals (but not appeals against permanent exclusions), where the original decision was taken by the Pupil Behaviour Committee. This committee requires a quorum of 3 voting members and a fellowship officer. The Principal/Headteacher is not eligible to be a member (see appendix 3).

### **2.1.7. Admissions Appeals**

This committee will be convened to act in accordance with the procedures agreed within the fellowship and in accordance with national admissions legislation. The committee will exercise any power of the AAB to determine whether a child should be admitted to the school and requires a quorum of 3 voting members (see appendix 3).

## **3. Governance Process and Structure**

### **3.1. Appointment of the Chair and the Vice Chair of the AAB**

The fellowship would appoint the Chairs and approve the appointment of the Vice Chairs of the AAB either from current members or externally. All nominations for Vice Chair need to be done in writing to the clerk who will conduct the necessary procedure and ballot if necessary. The Chair of the AAB and Vice Chair of the AAB can resign at any time by giving notice in writing to the clerk. The period of office is 3 years, reviewable annually.

### **3.2. Recruitment of new members to AAB**

The Chair of the AAB is responsible for recruiting and appointing new Governors with the approval of the Fellowship Executive. The person nominating a new governor must give written notice to the clerk to the governors of the name and usual place of residence of the nominee. In no circumstances should interested parties just attend a scheduled meeting without prior agreement and notification of the chair.

When a new Governor attends the AAB for the first time they should be voted in by the AAB and asked to fill in a declaration of business and pecuniary interests (see appendix 9). They should email a CV to [tefgovernoroffice@educationfellowship.net](mailto:tefgovernoroffice@educationfellowship.net).

If you are in need of new Governors and need help finding them please email [tefgovernoroffice@educationfellowship.net](mailto:tefgovernoroffice@educationfellowship.net).

### **3.3. Parent governors**

Parents, including carers, of registered pupils at the academy at the time of election are eligible to stand for election as parent governors. A parent governor cannot be an elected member of the local council; or someone who is paid to work at the academy for more than 500 hours in any twelve consecutive months. Parent governors are elected by other parents at the academy.

Academies must make every reasonable effort to fill parent governor vacancies through elections. The Advisory Board can appoint parent governors if not enough parent's stand for election.

### **3.4. Election Process for parent governors**

The AAB must ensure that the academy makes all the necessary arrangements for the election of parent governors (see appendix 4). The arrangements must provide for every person who is entitled to vote to have an opportunity to do so by post including delivery by hand or by electronic means.

Where a vacancy for a parent governor arises, the appropriate authority must take such steps as are reasonably practicable to secure that every person who is known to them to be a parent or carer of a registered pupil at the academy is:



1. informed of the vacancy and that it is required to be filled by election;
2. informed that the person is entitled to stand as a candidate and vote in the election; and
3. given the opportunity to do so.

### **3.5. Process for AAB to employ a Clerk**

The AAB can choose whether to employ a Clerk or to engage a current member of non-teaching staff to take up the role. Governors, associate members and the Principal/Headteacher of the academy cannot be appointed as clerk to the Advisory Board. If the clerk does not attend a meeting, the governors present at the meeting can appoint a member of the Advisory Board (but not the Principal/Headteacher) to act as clerk for that meeting. The Advisory Board can remove its clerk from office by resolution at an AAB meeting.

















### **3.6. Functions of the Clerk**

The clerk to the Advisory Board must:

-  Produce and circulate an annual calendar of meetings and cycle of governor business to ensure that the Advisory Board meets statutory requirements.
-  Draw up agendas for the Full Advisory Board with the approval of the Chair of the AAB and in consultation with the Principal/Headteacher. In practice, meetings will be held in an agreed cycle to ensure that responsibilities are met.



All papers should be circulated at least seven days prior to each meeting taking place

-  Take minutes of AAB meetings and distributing those minutes within two weeks. These minutes should be an accurate and objective record of decisions made, make clear those responsible for actions and record agreed time frames
-  Keep an archive record of signed minutes
-  Maintain records of governor correspondence and other documents
-  Ensure confidentiality requirements are met
-  Provide appropriate advice so that governor business is conducted in accordance with current legislative and procedural requirements
-  Learn about and keeping up to date with relevant initiatives, governance law and alert to changes signalled at national and local level
-  Gain awareness of sources of reference and support
-  Provide induction information to new governors
-  Provide to the Advisory Board, details of training opportunities and keeping a record of training undertaken
-  Maintain a database of names, addresses, and terms of office of AAB members and advising the Chair of the AAB of any changes so that elections and appointments can be organised in a timely way
-  Assist in the organisation of ballots for parent governors in line with The Education Act 2002 or subsequent Acts ensuring eligibility requirements are met
-  Maintain and review annually a register of Advisory Board pecuniary Interests (Please see appendix 9)
-  Ensure that on appointment or reappointment all governors undertake and meet the requirements of the Declaration of Eligibility and an DBS check
-  Maintain records of attendance at Advisory Board meetings and advise of non-attendance
-  Ensure access to appropriate statutory policies for all stakeholders, e.g. via web site, hard copy etc
-  Ensure that quorums are met

### **3.7. Associate members**

Associate members are appointed by the Advisory Board to serve on one or more Advisory Board group and attend full Advisory Board meetings (if agreed and AMs don't have a vote on FABs). They are governors and bring expertise and experience which can add to that provided by the governor membership. Other group members can decide to give AMs voting rights on that group.

The definition of associate member is wide and pupils, academy staff and people who want to contribute specifically on issues related to their area of expertise (H&S, for example) can be appointed as associate members.

### **3.8. The Principal/Headteacher**

The Principal/Headteacher is a member of the Advisory Board by virtue of their office and is a representative of the fellowship.










### 3.9. Co-opted governors

Co-opted governors are appointed by the Advisory Board and are people, who in the opinion of the Advisory Board, have the skills required to contribute to the effective governance and success of the academy.

### 3.10. Right of persons to attend meetings of the Advisory Board

The following persons are entitled to attend any meeting of the Advisory Board:

-  a governor;
-  the clerk to the Advisory Board;
-  a fellowship officer;
-  an associate member; and
-  such other persons as the Advisory Board may determine.

The Advisory Board may exclude an associate member or staff governor from any part of its meeting which the associate member is otherwise entitled to attend when the business under consideration concerns an individual member of staff or pupil.

### 3.11. Convening meetings of the Advisory Board

The AAB must hold six meetings in every academy year with a minimum of three FABs. Meetings of the AAB are to be convened by the clerk to the Advisory Board and in exercising this function the clerk must comply with any direction given by:

1. the Advisory Board; or
2. the Chair of the AAB

Any three members of the AAB may requisition a meeting by giving written notice to the clerk to the Advisory Board, and the clerk must convene a meeting as soon as is reasonably practicable. The clerk of the Advisory Board must give written notice of the meeting and a copy of the agenda for the meeting at least seven clear days in advance to:

-  each governor;
-  the Principal/Headteacher;
-  any associate member; and
-  the fellowship (please send [tefgovernoroffice@educationfellowship.net](mailto:tefgovernoroffice@educationfellowship.net))

Where the Chair of the AAB so determines, on the ground that there are matters demanding urgent consideration, it will be sufficient if the written notice of the meeting states that fact and the notice and the copy of the agenda are given within such shorter period as the Chair of the AAB directs.

The power of the Chair of the AAB to direct that a meeting be held within a shorter period does not apply in relation to any meeting at which:

-  the removal of the Chair of the AAB or Vice Chair of the AAB from office,
-  the suspension of any governor

### 3.12. Proceedings of the Advisory Board




The quorum for a meeting of the Advisory Board and for any vote on any matter at such a meeting, is one half (rounded up to a whole number) of the membership of the Advisory Board. In this case the membership of the Advisory Board does not include vacant positions on the AAB.

Every question to be decided at a meeting of the Advisory Board is to be determined by a majority of the votes of the governors present and voting on the question. Where there is an equal division of votes the Chair of the AAB, or as the case may be, the person who is acting as Chair of the AAB for the purposes of the meeting (provided that such person is a governor), will have a second or casting vote. In exceptional circumstance, the fellowship executive have a right to review any decision made by the AAB.

### 3.13. Minutes and papers




The clerk to the Advisory Board (or the person appointed to act as clerk for the purpose of the meeting must ensure that minutes of the proceedings of a meeting of the Advisory Board are drawn up and signed, subject to the approval of the Advisory Board) by the Chair of the AAB at the next meeting. All minutes are to be held centrally and emailed to [tefgovernoroffice@educationfellowship.net](mailto:tefgovernoroffice@educationfellowship.net).

The Advisory Board must, as soon as reasonably practicable, make available for inspection by any interested person, a copy of:

-  the agenda for every meeting;
-  the signed minutes\* of every such meeting; and
-  any report or other paper considered at any such meeting

*\*It's good practice for the AAB to publish draft minutes as soon as possible after each meeting to ensure a good flow of information and not necessarily wait until they're formally signed off.*

The Advisory Board may exclude from any item required to be made available any material relating to:

-  a named person who works, or who it is proposed should work, at the academy;
-  a named pupil at, or candidate for admission to, the academy; or
-  any other matter that, by reason of its nature, the Advisory Board is satisfied should remain confidential.

Since January 2005 the governing body is obliged to make this information available upon request under the Freedom of Information Act 2000, unless any other of the specific exemptions in that Act apply. Therefore, the Advisory Board

will only be able to withhold information that constitutes personal data or confidential information, in each case, within the meaning of the Freedom of Information Act. A copy of the signed minutes should be sent to [tefgovernoroffice@educationfellowship.net](mailto:tefgovernoroffice@educationfellowship.net). The signed off minutes with the above exclusions should be published on the academy website.

### **3.14. Restrictions on persons taking part in proceedings**

See appendix 9 for restrictions and exclusions.

### **3.15. Process for removal of a governor from AAB**

The Chair has the right to suspend or dismiss a governor. In these cases agreement must be obtained by the CEO or his delegated representative (see appendix 5).

### **Master Funding Agreement (MFA) between the Secretary of State and the fellowship**

*This is the standard text in the MFA for a multi-academy trust and sets out the requirements of the fellowship in terms of establishing an Advisory Board at our academies.*

The Company shall establish, for each Academy, an Advisory Board whose role shall be to provide advice to the Company in relation to the functioning of that Academy. The role of the Advisory Board and the membership of it shall be for the Company to decide, but the Company will, as a minimum, ensure that:

- a) a minimum of two parents of a pupil at the Academy (to be elected by the parents of registered pupils of the Academy) shall be a member of the Advisory Board;
- b) any advice of the Advisory Board is brought to the attention of the Directors of the Company;
- c) the extent that the Company may, in accordance with the Articles, choose to establish an Academy Advisory Board (AAB) or committee of the board of directors to oversee the operation of an Academy, then the Company may additionally constitute the Advisory Board as the Academy's Advisory Board (AAB) or such committee.

## APPENDIX 2

**Table 1: The fellowship roles and responsibilities for academies requiring improvement or inadequate**

		A	C	I					
		Accountable	Consulted	Informed					
						The Fellowship Board	Principal	Academy Advisory Board	Local Authority
Statutory Requirements	1	Attendance	A	A	C	A			
	2	Pupil Safeguarding	A	A	I	A			
	3	Pupil Progress	A	A	C	I			
	4	Pupil Welfare	A	A	A	I			
	5	HSE (including Staff Welfare)	A	A	A				
	6	Fiscal responsibility	A	A	C				
	7	Legislation & Mandatory Policies	A	A	I				
	8	Litigation	A	A	I				
Outstanding Education Delivery	9	Curriculum	A	A	C				
	10	Improve Learning	A	A	C				
	11	Improve Attendance	A	A	C				
	12	Inclusion (including SEN)	A	A	C	I			
	13	Exclusion	A	A	C	I			
	14	Enrichment	A	A	C				
	15	Outreach	A	A	C				
	16	Pupil Premium	A	A	C				
Outstanding Education Support	17	Performance Management - Principal	A	C	C				
	18	Performance Management - Staff	A	A	I				
	19	Performance Management - System	A	A	I				
	20	Agree Budget	A	A	C				
	21	Operate Budget	A	A	I				
	22	Improve facilities	A	A	C				
	23	Improve infrastructure	A	A	C				
	24	HR panels (Grievance, disciplinary)	A	A	C				
	25	Appeals	A		C				
	26	Appointment of principal	A		C				
	27	SLT Appointment	A	A	C				
	28	Redundancy	A	A	I				
	29	Challenge to Head and SLT as appropriate		A	A				
	30	Action Groups		A	A				








**Table 2: The fellowship roles and responsibilities for good or outstanding academies**

		The Fellowship Board      Principal      Academy Advisory Board      Local Authority			
A	Accountable				
R	Responsible				
C	Consulted				
I	Informed				
Statutory Requirements	1 Attendance	A	A	R	A
	2 Pupil Safeguarding	A	A	R	A
	3 Pupil Progress	A	A	R	I
	4 Pupil Welfare	A	A	A	I
	5 HSE (including Staff Welfare)	A	A	A	
	6 Fiscal responsibility	A	A	C	
	7 Legislation & Mandatory Policies	A	A	I	
	8 Litigation	A	A	I	
Outstanding Education Delivery	9 Curriculum	A	A	C	
	10 Improve Learning	A	A	C	
	11 Improve Attendance	A	A	R	
	12 Inclusion (including SEN)	A	A	R	I
	13 Exclusion	A	A	C	I
	14 Enrichment	A	A	C	
	15 Outreach	A	A	C	
	16 Pupil Premium	A	A	R	
Outstanding Education Support	17 Performance Management - Principal	A	C	C	
	18 Performance Management - Staff	A	A	I	
	19 Performance Management - System	A	A	I	
	20 Agree Budget	A	A	C	
	21 Operate Budget	A	A	I	
	22 Improve facilities	A	A	C	
	23 Improve infrastructure	A	A	C	
	24 HR panels (Grievance, disciplinary)	A	A	C	
	25 Appeals	A		C	
	26 Appointment of principal	A		C	
	27 SLT Appointment	A	A	C	
	28 Redundancy	A	A	I	
	29 Challenge to Head and SLT as appropriate		A	A	
	30 Action Groups		A	A	






### Full Advisory Board Terms of Reference (ToR)

#### 1. Monitor academy performance to include:








##### Update on performance against key data sets

-  Pupil progress (all year groups) including interventions
-  Attainment
-  Predicted outcomes update
-  Pupil performance vulnerable groups
-  Pupil premium, year 7 catch-up/sports funding
-  Pupil attendance (including persistent absence and lates)
-  Pupil behaviour (including exclusions)


##### Curriculum and standards (including National Curriculum requirements)

-  Quality of teaching
-  Internal monitoring/evaluations
-  Faculty performance updates (including staffing updates)
-  Assessment/qualification changes/updates
-  Curriculum plan and options

##### Safeguarding following DfE compliance guidance




-  Student welfare compliant
-  Child protection and SEND requirements
-  Health and Safety including monitoring risk assessment procedures and risk register
-  Condition of premises
-  Pupil behaviour (including exclusions)
-  Community crisis
-  Admission issues

##### Strategic planning

-  Academy self-evaluation updates
-  Academy development plan updates
-  Quarterly review feedback
-  Capital and maintenance updates

#### 2. Convene additional committees to deal with pupil behaviour and admissions where necessary

##### Pupil Behaviour Committee

-  To review certain exclusions as defined in the Secretary of State's guidance
-  To consider representations about an exclusion made by the parents of an excluded child
-  To consider the appropriateness of any exclusion where one or more fixed period of exclusions total more than 15 school days in one term

- To consider representations from all parties in deciding whether or not to uphold or re-instate a fixed term exclusion (any permanent exclusion must be in consultation with the CEO or nominated executive officer)

### Admissions Committee

- To consider matters relating to admissions referred to the Committee by the Board of Trustees or Academy Advisory Board
- To provide advice and recommendations to the Board of Trustees on admissions issues
- To consider any complaints or appeals against the admissions policy

### 3. Monitor policies


Academies should continue to monitor individual academy produced policies only until the fellowship issue board approved policies. For some policies, this will be in the form of templates that can be updated to meet individual academy needs:

1	School Learner Privacy Notice
2	Behaviour Policy
3	E-safety Policy
4	Attendance policy
5	Sex & Relationships Education Policy
6	Special Educational Needs and Disabilities Policy
7	Collective Worship Policy
8	Drugs Policy
9	Child Protection Policy
10	Pupil Premium Policy
11	Accessibility Plan
12	Single Equalities Scheme Policy
13	Community Cohesion Policy
14	Children Looked After Policy
15	Finance & Premises Policies
16	Governor Expenses Policy
17	Security Policy
18	Health & Safety Policy
19	Finance Policy
20	Environmental Policy
21	Offsite Visits and Activities Policy
22	Freedom of Information Publication Scheme
23	Data Protection Policy
24	Freedom of Information - Guide to information available
25	Charging Policy
26	Admissions Policy
27	Homework Policy
28	Curriculum Policy
29	Careers and IAG Policy
30	Citizenship Policy
31	Learning and Teaching Policy
32	Anti-Bullying Policy
33	Gifted and Talented Policy
34	Assessment and Target Setting Policy
35	Whistleblowing Policy
36	Governors Visits Policy

	<b>Head Office generated</b>
	<b>School (centralised)</b>
	<b>School (centralised bespoke)</b>
	<b>School adapted (using template provided)</b>



## Full Advisory Board Agenda Template

		<h1>Academy Advisory Board Agenda</h1>
<b>Academy:</b>		
<b>Date and time:</b>		
No.	Item	Lead
1.	<b>Welcome and Introductions</b>	Chair
2.	<b>Minutes and actions of the last meeting</b>	Chair
3.	<b>Update on performance</b> <ul style="list-style-type: none"> <li>• Pupil progress (all year groups) including interventions</li> <li>• Attainment</li> <li>• Predicted outcomes update</li> <li>• Pupil performance vulnerable groups</li> <li>• Pupil premium, year 7 catch-up/sports funding</li> <li>• Pupil attendance (including persistent absence and lates)</li> <li>• Pupil behaviour (including exclusions)</li> </ul>	Principal/ Headteacher  Invited SLT or staff members
4.	<b>Curriculum and standards</b> <ul style="list-style-type: none"> <li>• Quality of teaching</li> <li>• Internal monitoring/evaluations</li> <li>• Faculty performance updates (including staffing updates)</li> <li>• Assessment/qualification changes/updates</li> <li>• Curriculum plan and options</li> </ul>	Principal/ Headteacher  Invited SLT or staff members
5.	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>• Student welfare</li> <li>• Health and Safety</li> <li>• Condition of premises</li> <li>• Pupil behaviour (including exclusions)</li> <li>• Community crisis</li> <li>• Admission issues</li> </ul>	Principal/ Headteacher
6.	<b>Strategic planning</b> <ul style="list-style-type: none"> <li>• Academy self-evaluation updates</li> <li>• Academy development plan updates</li> <li>• Quarterly review feedback</li> <li>• Capital and maintenance updates</li> </ul>	Principal/ Headteacher
7.	<b>Updates</b> <ul style="list-style-type: none"> <li>• School Forum feedback</li> <li>• Fellowship Council feedback</li> </ul>	Invited staff members
8.	<b>Any other business and dates for next meeting(s)</b>	Chair

**Note: at the chairs discretion, the board may decide to focus particular FAB meetings on key parts of the above agenda rather than cover all 8 items every meeting.**

### Parent recruitment standard letter

Date

Dear Parent

I am writing to advise you that there is a vacancy for a parent governor on the Academy's Advisory Board (AAB) and to invite parents who are interested in taking up this role to put their names forward, or to nominate another parent. If you nominate a fellow parent please ensure the parent countersigns the attached nomination paper.

We would draw your attention to the reverse of the nomination form detailing Declaration of Eligibility which lists the criteria for qualifications and disqualifications. Please ensure the declaration is signed by the nominee.

Nominations should be submitted to the Principal/Headteacher by:  
If more nominations are received than there are vacancies the election will be held on:

If the number of nominations received are equal to or less than the number of vacancies there will be no need to hold a ballot. If a ballot is necessary one voting paper per parent will be sent to you via your child. Should you mislay this nomination paper, a further copy may be obtained from the school.

This letter and the attached forms are also available in other formats, for example, large print, Polish and Arabic. Braille and other languages may be arranged by request.

For further information please contact:

Yours faithfully



Principal/Headteacher




#### **Additional information:**

##### **The role of Governors**

Governors are equivalent to non-executive governors and act as supporters of the Chair of the AAB in supporting the Principal/Headteacher in the achievement of the academy's strategy and objectives. Although the trust is ultimately responsible for challenging the head, senior leaders and academy staff, the trust may task the AAB with assisting and challenging your academy. Governors have equal status and have an active advisory role within the academy to support the Principal/Headteacher to ensure the academy is on track to reach its targets within the fellowship's strategic plan and the academy improvement plan.

##### **AABs comprise a range of people:**




-  Parents elected by other parents at the school
-  Community Governors appointed by the Advisory Board

-  Principal/Headteacher
-  Representatives from The Education Fellowship as necessary
-  Other representatives that have the skills and experiences to support the AAB

### Commitment

Meetings are held six times per year, usually from 1800 hrs to 2000 hrs and should last no more than two hours. Governors are encouraged to visit the academy to learn more about the way the academy works.

### What will you gain as a governor?

-  The opportunity to make a real difference and the chance to contribute to the good of the community, leading to real satisfaction and a sense of achievement. You will gain an understanding of the education system;
-  Working as a governor will give you the opportunity to work with a wide variety of people and pupils from a variety of social, cultural and religious backgrounds;
-  You will develop new skills and strengthen existing ones. You will be offered training on various aspects of the governor role.

### Nomination



I wish to stand for election/or nominate someone, as a parent governor of:

Title:	
Surname:	
First Names:	
Date of Birth:	
Home Address:	
Telephone No:	
Email:	

If you are nominating another parent please sign here and ensure that the nominee signs the declaration on the reverse.

Signature:	
Name:	
Date:	

### A person is disqualified from holding or continuing to hold office as a governor if that person:

-  is the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
-  is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);

- ♥ has been removed from the office of charity trustee or trustee for a charity by the charity commission or commissioners or high court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of anybody;
- ♥ is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- ♥ is barred from any regulated activity relating to children;
- ♥ is disqualified from working with children or from registering for child minding or providing day care;
- ♥ is disqualified from being an independent academy proprietor, teacher or employee by the Secretary of State;
- ♥ has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- ♥ has received a prison sentence of two years or more in the 20 years before becoming a governor;
- ♥ has at any time received a prison sentence of five years or more;
- ♥ has been fined for causing a nuisance or disturbance on academy premises during the five years prior to or since appointment or election as a governor; or
- ♥ refuses a request by the clerk to make an application to the DBS for DBS certificate;
- ♥ Registered pupils cannot be governors;
- ♥ A governor must be aged 18 or over at the time of election or appointment;
- ♥ A person cannot hold more than one governor post at the same academy at the same time and cannot be on the AAB of an Academy run by a different sponsor.
- ♥ Fellowship officers are on some of our AABs in an elected capacity but are not automatically members of the AAB but will join AAB meetings as appropriate. In these circumstances they do not have voting rights unless their attendance had been arranged to provide a quorum.

I am willing to serve as a parent governor should I be elected. I am not disqualified from serving as a school governor and agree that the information I give on this form can be recorded and used by the Governor Development Team. I give permission for an application to be made to the Criminal Records Bureau for a criminal records certificate. If I become disqualified I will notify the Clerk to the AAB.

Signature:	
Date:	

**Please include a brief CV describing what you could bring to the AAB and a paragraph as to why you would like to be a governor. Please be aware what you write here will be viewed by governors and, in the event of an election, other parents.**

Please return to the school reception or by email to:	
By date:	
This document is also available on the school website:	

## Disqualification

### **A person is disqualified from holding or continuing to hold office as a governor if that person:**

- ✎ is the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
- ✎ is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986, a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989, a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002, or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- ✎ has been removed from the office of charity trustee or trustee for a charity by the charity commission or commissioners or high court on grounds of any misconduct or mismanagement, or under section 34 of the Charities and Trustee Investment (Scotland) Act 2005 from being concerned in the management or control of anybody;
- ✎ is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- ✎ is barred from any regulated activity relating to children;
- ✎ is disqualified from working with children or from registering for child minding or providing day care;
- ✎ is disqualified from being an independent academy proprietor, teacher or employee by the Secretary of State;
- ✎ has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- ✎ has received a prison sentence of two years or more in the 20 years before becoming a governor;
- ✎ has at any time received a prison sentence of five years or more;
- ✎ has been fined for causing a nuisance or disturbance on academy premises during the five years prior to or since appointment or election as a governor; or
- ✎ refuses a request by the clerk to make an application to the DBS for DBS certificate;
- ✎ Registered pupils cannot be governors;
- ✎ A governor must be aged 18 or over at the time of election or appointment;
- ✎ A person cannot hold more than one governor post at the same academy at the same time and cannot be on the AAB of an Academy run by a different sponsor.
- ✎ Fellowship officers are on some of our AABs in an elected capacity but are not automatically members of the AAB but will join AAB meetings as appropriate. In these circumstances they do not have voting rights unless their attendance had been arranged to provide a quorum.

## How Ofsted will inspect Governance arrangements

The impact that Governance makes on an academy is now evaluated as part of the Leadership and Management section of the Inspection Framework. The September 2013 Framework acknowledges that there are now different forms of responsibility and accountability within Governance models. Paragraph 132 within the framework confirms this and reinforces the importance of the overarching board and academy's local board (AAB) working together to secure improved outcomes for learners.










It should be noted that academies in a MAT are not usually inspected simultaneously but in certain circumstances Ofsted will carry out MAT targeted inspections.

The following extract describes how Inspectors are told to evaluate the impact of governors:

*"Whatever the mode of governance, inspectors must evaluate the impact of leaders at all levels, including governors, and evaluate how efficiently and effectively the academy is led and managed."*










*"Inspectors should focus on the effectiveness of leadership and management at all levels in promoting improvements within the context of the academy. They evaluate the extent to which the academy meets the needs of a diverse pupil population, enabling all pupils to overcome specific barriers to learning."*

The fellowship as the sponsor will be held to account, during inspection of academies, fellowship executive officer will be interviewed by the inspector. The inspector may also require the Chair of AAB to attend an interview focusing on the following key areas:

-  Carrying out statutory duties
-  Having an understanding of the strengths and weaknesses of the academy, including the quality of teaching
-  Ensuring clarity of vision, ethos and strategic direction
-  Understanding and taking sufficient account of pupil data
-  Being aware of the impact of teaching on learning and progress in different subjects and year groups
-  Challenging and supporting leadership regarding educational performance and standards
-  Performance Management of the Principal/Headteacher
-  Ensuring decisions made regarding teachers' salary progression are in line with requirements
-  Financial management

It is hoped that members of the AAB will want to be available to speak to Inspectors during Academy Inspections as their local knowledge, experience and close relationships with both the Academy and the fellowship will be invaluable to ensure Inspector's judgments are as informed as possible.

## The Education Fellowship Governor Code of Conduct

-  Governors are ambassadors for both the academy and the fellowship.
-  Governors should ensure they attend meetings promptly and for the full duration. They should read all papers beforehand.
-  Governors should operate as a team and always in the best interests of the academy. Where conflicts and disagreements arise, they should seek to resolve these professionally and with respect. They should attempt to resolve issues confidentially within the AAB in the first instance.
-  Governors should listen to and respect the views of others and be loyal to collective decisions made by the Advisory Board.
-  Decisions reached at AAB meetings are made public through minutes and reports. Governors should ensure confidentiality in respect of the discussions on which the decisions were based. Individual Governors should observe complete confidentiality in relation to matters concerning staff or pupils and also any other matters agreed by the Advisory Board, the Principal/Headteacher or the fellowship.
-  Governors should not speak out against decisions, in public or in private, outside the AAB meetings.
-  Apart from very specific instances where the Chair has to act or take decisions on behalf of the AAB, governors should only speak or act on behalf of the Advisory Board when specifically authorised.
-  Governors should be able to express their views openly within meetings but should ensure that they relate to matters proper for discussion by the AAB.
-  Failure to comply with the code of conduct could result in removal from the AAB.

<b>Signed:</b>	
<b>Name:</b>	
<b>Date:</b>	



### Code of Practice for AAB visits

#### Purpose of Visits

*For governors to:*

- Recognise and celebrate success
- Develop relationships with staff (they may be assigned to dedicated phases/subjects etc at the discretion of the Chair)
- Get to know the students
- Understand the environment in which teachers are working
- See policies and/or schemes of work in action

*For teachers to:*

- Ensure the AAB understands the reality of the classroom
- Understand better the governors' roles and responsibilities
- Have the opportunity to reflect on practice through discussion
- Highlight the need for particular resources

#### What AAB Visits are NOT About

*They are not about:*

- Making judgements about the quality of teaching and learning.
- Pursuing personal agendas
- Monopolising teachers' time

#### Visit Protocols

*Before the visit always:*

- Arrange details of the visit with the staff member concerned, ensuring the Principal/Headteacher and Chair of Governors is aware
- Agree the level of confidentiality
- Agree the purpose of the visit

*During the visit always:*








- Observe any class guidelines/rules
- Talk to the students but do not disturb the lesson in any way
- Save the writing up of your visit for outside the classroom

*After the visit always:*

- Complete the Governor NoV form and send to the staff member associated with the visit
- If there are any areas of significant concern, discuss these with the Principal/Headteacher
- Send the NoV form to the Chair and Clerk for central storage
- All NoV to be sent to the Principal/Headteacher and available at the AAB



## Governors' Note of Visit

<b>Academy:</b>		<b>Date of Visit:</b>	
<b>Governor Name:</b>		<b>Arrive/Depart times:</b>	
<b>Purpose of Visit:</b> 			
<b>Staff involved:</b> 			
<b>Progress on actions from previous visit</b> <i>(where applicable):</i> 			
<b>Activities undertaken during this visit:</b> 			
<b>Summary of discussion and observations during the visit</b> <i>(where applicable):</i> 			
<b>Questions arising from visit:</b> 		<b>Principal/Headteacher/Staff comments:</b> 	
<b>Signature of Governor:</b>			
<b>Signature of Staff Member:</b>			

## Register of Business Interests Guidance and Model form

It is important that governors and staff not only act impartially, but are also seen to act impartially. The Advisory Board and academy staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the academy. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, an Advisory Board is required to establish and maintain a register of pecuniary interests indicating, for all governors and the Principal/Headteacher, any business interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the academy. They should include their own interest and those of any member of their immediate family (including partners) or other individuals known to them who may exert influence. The register sheet should be signed by the governor. The register will enable governors to demonstrate that in spending public money they do not benefit personally from decisions that they make. The register must contain, as a minimum, the elements shown on the attached sheet.

Advisory Bodies should ensure the register is up to date, complete and includes all governors. Dated nil returns are also required. There should be notification of changes from governors, as appropriate, and through an annual review of entries. To ensure evidence of completeness it should be signed off annually by the Chair of governors.

The completed register should be retained by the clerk and made available on request to members of the Advisory Board, the Principal/Headteacher, staff, parents and The Education Fellowship (the fellowship).

There is often some confusion around what information needs to be declared on the business interests form and whether spouses/partners possible interest is relevant. It may be helpful to clarify the situation to governors with a covering letter when sending out the form and a suggested letter is attached. This letter also gives a bit more guidance for governors on how to fill in the form.

It is specifically the clerk's responsibility to maintain the register of business interests and update the fellowship of changes; however it is the responsibility of each individual governor to declare their interest. The register is not a substitute for declaring an interest at meetings.

## **Suggested accompanying letter to Governors**



Date

Dear Governor

### **Register of Academy Governor Business Interests**

Please find attached the Register of Academy Governor Business Interests form which I should be grateful if you would complete and return to me at your earliest convenience.

This is a statutory document for the Advisory Board and you should give careful consideration to it when completing it. It is important that governors and staff not only act impartially, but are also seen to act impartially. The Advisory Board and academy staff have a responsibility to avoid any conflict between their business and personal interests and affairs and those of the academy. There is a legal duty on all governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting and for the governor concerned to withdraw, if necessary, whilst the matter is considered.

To help put this duty into practice, an Advisory Board is required to establish and maintain a register of pecuniary interests indicating, for all governors and the Principal/Headteacher, any business interests. This should include, if appropriate, the company by whom they are employed, directorships, significant shareholdings or other appointments of influence within a business or other organisation which may have dealings with the academy. They should include their own interest and those of any member of their immediate family (including partners) or other individuals known to them who may exert influence. The register sheet should be signed by the governor. The register will enable governors to demonstrate that in spending public money they do not benefit personally from decisions that they make.

The register is reviewed annually, but governors are reminded that they should declare any changes as and when they occur.

If you require any assistance with this, please do not hesitate to contact me.

Yours sincerely

**Clerk to Advisory Board**

**FORM - Register of Business Interests for Academy Governors**

Name of Governor*					
Date of Appointment					
Date of Resignation/Retirement					
Name of Organisation	Nature of Interest	Date from which involved	Date interest ceased	Signature	Date

\*one page for each Governor or more if required

**Record of Reviews** (Clerk of Governors to distribute amendment and signature annually)







Date					
Initials					

Governors are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.






## For the guidance of Governors

### Summary of the relevant part of the regulations about withdrawal from meetings and disclosure of interest are set out below

Withdrawal from meetings where 'having an interest' applies:

-  The general principle is that no-one should be involved in a decision where his or her personal interests may conflict with those of the Advisory Board.
-  The regulations apply to all members of the Advisory Board and the Principal/Headteacher and any others in attendance at the meeting, though if a matter is to be voted upon, then only to the members of the Advisory Board.
-  The clerk to the Advisory Board shall only be required to withdraw when the Advisory Board is discussing the clerk's pay/contract or disciplinary action against the clerk.
-  Governors have to withdraw when their own appointment, reappointment or removal as a member of the Advisory Board or a group is under consideration.
-  Any governor who is employed to work at the academy (other than the Principal/Headteacher), must withdraw from a meeting where the pay or performance appraisal of any particular person employed to work at the academy is under discussion.
-  If a person has any pecuniary interest, direct or indirect in any contract, proposed contract or any other matter under discussion at a meeting s/he shall at the meeting disclose the fact and:
  - (a) withdraw from a meeting during consideration/discussion of the meeting;
  - (b) not vote on any question with respect to that matter.
  - (c) The Principal/Headteacher must withdraw from any meeting where his/her own pay or performance appraisal is under discussion.

A person has an indirect pecuniary interest if:

-  s/he, or any nominee of hers/his, is a member of a company or other body with which a contract is under consideration or has been made;
-  s/he is a partner in business or in the employment, of a person with whom the contract is made or under consideration.
-  A person has a direct or indirect pecuniary interest in a matter if a relative (including spouse) living with her/him, has a direct/indirect pecuniary interest.
-  The Principal/Headteacher, a governor who is a teacher or member of the non-teaching staff, or any teacher who is in attendance in an advisory capacity should not have an interest that is greater than the interest of the generality of teachers at the academy.
-  A person present at a meeting of a selection panel at which the subject for consideration is that person's appointment (or that of his/her relative or spouse) to a post as a teacher or otherwise at the academy, a transfer or promotion or retirement or shall be a candidate for the resulting vacancy, s/he shall be deemed to have an interest.

### Advisory Board Skills Audit and Training Needs Analysis

An annual skills audit enables the AAB to explore its skills and knowledge base, as part of an overall assessment of effectiveness. The information will be used in organising groups, delegation of specific tasks, and helps identify training and information needs (*all governors to complete online at [www.surveymonkey.com/s/AABskillsaudit](http://www.surveymonkey.com/s/AABskillsaudit)*).

Name	Date of appointment (if applicable)			
Skills, knowledge or expertise - how would you rate your understanding of the following? (circle)				
Key stage 1 and 2 curriculum (primary)	poor	adequate	good	excellent
Key stage 3 and 4 curriculum (secondary)	poor	adequate	good	excellent
Key stage 5 (post 16)	poor	adequate	good	excellent
Further and/or Higher Education including apprenticeships	poor	adequate	good	excellent
The strengths and weaknesses of the academy	poor	adequate	good	excellent
The short and long term priorities of the academy	poor	adequate	good	excellent
Awareness of sources of information about the academy (i.e. Academy Improvement Plan; RAISE)	poor	adequate	good	excellent
Understanding of self-evaluation processes	poor	adequate	good	excellent
Academy financial management	poor	adequate	good	excellent
General finance, accountancy or audit	poor	adequate	good	excellent
Grant application processes	poor	adequate	good	excellent
Strategic development, management and/or leadership	poor	adequate	good	excellent
Personnel management – performance management	poor	adequate	good	excellent
Personnel management – recruitment and/or interviewing	poor	adequate	good	excellent
Equal opportunities	poor	adequate	good	excellent

Skills, knowledge or expertise - how would you rate your understanding of the following? (circle)				
Special Education Needs and/or Disabilities (SEND)	poor	adequate	good	Excellent
Academy building and maintenance, land and property	poor	adequate	good	excellent
Environmental or ecological development	poor	adequate	good	excellent
Health and Safety (policy and legal responsibilities)	poor	adequate	good	excellent
The Ofsted inspection process	poor	adequate	good	excellent
Child protection and safeguarding	poor	adequate	good	excellent
Links to local organisations/businesses	poor	adequate	good	excellent
Regional or national experience or educational links	poor	adequate	good	excellent
Marketing, media including social networking for publicity	poor	adequate	good	excellent
Educational interests e.g. teaching and learning, mathematics, literacy, creative arts, extra-curricular activities, etc.				
How well do you know your academy?	Yes		No	
Have you met all of the staff?				
Do you know your way around the site?				
Are you familiar with the academy day and the class structure?				
Do you know the academy's aims and mission statement?				
Do you know the academy's attendance and achievement data?				
Do you know the quality of teaching and learning?				