# folio

**EDUCATION TRUST**

# Folio Governance Model

v. 7 October 2020

## 1.0 Contents

## 1.1 Key Documents from the Department for Education (DfE) and Ofsted:

Governance Handbook
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

A Competency Framework for Governance
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

A Competency Framework for Clerking
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609971/Clerking_competency_framework.pdf

Academies Financial Handbook
https://assets.publishing.service.gov.uk/media/5f4754ac8fa8f5362e74ba76/Academies_Financial_Handbook_2020.pdf

School Inspection Handbook – Education Inspection Framework (EIF) Section 5
https://www.gov.uk/government/publications/school-inspection-handbook-eif

School Inspection Handbook – Education Inspection Framework (EIF) Section 8
https://www.gov.uk/government/publications/section-8-school-inspection-handbook-eif

## 1.2 Introduction to Governance: (Taken from the DfE Governance Handbook)

The word 'Governance' describes the system through which all schools within Folio Education Trust are supported and challenged.

The purpose of Governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. There are three core functions:

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

Those involved in Folio Governance must be ambitious for all young people and infused with a passion for education to expect continuous school improvement which enables the best possible outcomes. It will be driven by independent minds through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

Effective Governance is based upon six key features:

*Strategic Leadership*

A clear and explicit vision for the future which has pupil progress and achievement at its heart. Strong and clear values and ethos which are defined and modelled. Strategic planning which identifies medium and long term goals which are monitored and reviewed. Manage risk appetite and tolerance; ensuring risks are aligned with strategic priorities and improvement.

*Accountability*

Driving up educational standards and financial health through rigorous pupil progress, attainment and financial information. Providing constructive challenge to Executive Leaders. Effective oversight of the performance and appraisal of all employees ensuring that performance related pay is fair and consistent across the organisation. Effective controls for managing resources and ensuring regularity, propriety and value for money. Aligned to Folio's Scheme of Delegation.

*People*

Ensuring that those involved in Folio Governance have the right skills, experience, qualities and capacity to understand the role of non-executive leadership. Include sufficient diversity to enable robust decision making recruited through a robust and transparent process. Enable active succession planning to ensure continued leadership. Have effective chairing and clerking in place to provide expert advice and guidance when necessary.

*Structures*

An approved Folio Scheme of Delegation and Governance committee structures reflect the scale and structure of the organisation ensuring sufficient and robust oversight. There is clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation. A combination of Local Advisory Boards (LABs) and Trust Board Committees effectively hold executive leaders and school-level leaders to account.

*Compliance*

Having an awareness of and adherence to responsibilities under education and employment legislation and where applicable, charity and company law and other legal duties. This must also include duties such as equality, safeguarding, inclusion, special educational needs and health and safety.

*Evaluation*

Monitoring and improving the quality and impact of governance through regular skills audits, self evaluation, training and accurate minutes which highlight levels of challenge and support ensuring that all actions are completed in a timely manner to further improve individual organisations.

## 1.3 Folio Core Purpose (Mission, Vision and Strategic Goals)

*What do we believe as an organisation?*

We believe in the power of collaboration and the importance of developing schools who instil ambition and the desire in every staff member and every young person to discover and achieve their personal best, overcoming any challenge they may face. The Trust is committed to the pursuit of excellence, with young people at the heart of everything we do and personal wellbeing prioritised at every stage. We believe in ourselves. We believe in each other.

*Our Mission and Purpose – why do we exist?*

To provide inspiring and safe places to learn, where young people are respected, their talents nurtured and where they are able to thrive. Folio schools offer young people the best chance to lead happy, healthy lives and to be responsible, active citizens.

In Folio schools;        Young people are healthy and happy.
                         Young people feel safe.
                         Young people have good relationships.
                         Young people become active and involved in school life and the wider world.

*Our Vision and Goals – where will we be by 2025?*

By 2025, we aim to establish a wider family of collaborative primary and secondary schools supporting over 5,000 young people and 500 staff all working towards the following outcomes;

Goal #1 - We will deliver outstanding educational standards across all Folio schools ensuring we have the capacity to create a sustainable and collaborative model of school improvement which continually evaluates, develops and celebrates success.

Goal #2 - We will recognise the rights of all young people ensuring that school life gives children the best chance to lead happy, healthy lives and the opportunity to become responsible, active citizens.

Goal #3 - We will be an employer of choice, providing good people management, transformational leadership and opportunities for all staff to fulfil their potential. We will recognise the importance of investing in staff and focussing upon people's well-being.

Goal #4 - We will provide a shared services model for all Folio schools which listens, understands and anticipates the needs of the people that are being served. Through a process of identifying and mitigating risks we will deliver excellent value for money and efficient resource management.

*We Believe in*
*ourselves*
*We Believe in*
*each other*

## 1.4 Folio Governance Levels:

There are five levels within the Folio Governance Model. Each has its own identity and purpose but collectively they ensure that support and challenge permeates all schools within the Trust through outstanding 'governance'.

1. *‘Members’* will receive the audited annual accounts but will delegate to Trustees the signing and the submission of the accounts to Companies House. They also delegate the operational running of the company to the Trustees.

2. *‘Trustees’* or 'Directors' who support and challenge the Trust as part of the 'Trust Board' (TB). This includes the Chief Executive Officer (CEO) for the Trust.

3. *‘Local Advisors’* (LAs) who support and challenge the school (s) they are associated with as part of a 'Local Advisory Board' (LAB). They are able to advise the Trust Board as part of the Governance Model which includes the views of parents.

4. **_'Senior Leadership Team'_** (SLT) who are responsible for providing much of the evaluation and development within schools on a daily basis and reporting progress and responding to support and challenge from their dedicated LABs.

5. **_'Staff'_**, both Teaching and Non-Teaching Staff, working within schools are the driving force behind school improvement. They are represented within LABs and form an essential part of how governance can have an impact on improved life chances for young people.

| Folio Governance |
|:---:|
| **Members** |
| **Trustees** |
| **Local Advisors** |
| **Senior Leadership Team** |
| **Staff** |

The following document is designed to guide Staff, Senior Leadership Teams (SLTs), Local Advisory Boards (LABs) and the Trust Board (TB) to ensure they are able to make best use of the Folio Governance Model.

### Folio Members

(X3 people plus the Chair of Folio Education Trust Board)

### Folio Trust Board
X6 Meetings per academic year
(Appointed Trustees/Co-Opted Trustees/Chief Executive Officer)

> Positions include … (elected annually)
> 1. Chair of Folio Board of Trustees
> 2. Vice Chair of Folio Board of Trustees
> 3. Chair of Folio Financial Management and Audit Committee
> 4. Chair of Folio Remuneration Committee
>
> The CEO acts as a Trustee.
> 'Co-Opted Trustees' appointed by Trustees for four years according to required skill-set;
> 'Appointed Trustees' appointed by the Members for four years by Trustees or Members according to required skill-set.

Other attendees include: Folio Headteachers, Folio Chief Finance Officer, Folio Chief Operating Officer.

### Folio Trust Remuneration Committee

X3 Trustees including the Chair of the Trust Board who will not Chair the committee.
*******************************************
CEO – Advisor
Chief Finance Officer and Chief Operating Officer – Advisors

Each Academy will recommend its pay awards for Teaching and Non-Teaching Staff as agreed with their Lead Advisor for Leadership and Management and as moderated by the CEO for the Trust.

The Remuneration Committee will set pay awards for all Senior Executive Trust Staff.

### Other Folio Trust Committees, Panels and Working Parties:

All Trust Panels will include at least x3 Trustees (Appeals, Disciplinary, Exclusions etc)

Admissions Arrangements will be approved by individual schools and publicly consulted upon. The Trust will ensure compliance with Admissions Code.

Working Parties will be formed as and when necessary.

| ???<br>Local Advisory Board (LAB)<br>(Standards and Resources) | Coombe Wood School<br>Local Advisory Board (LAB)<br>(Standards and Resources) | Park Hill Junior School<br>Local Advisory Board (LAB)<br>(Standards and Resources) | St Peter's Primary School<br>Local Advisory Board (LAB)<br>(Standards and Resources) | Wallington County Grammar School<br>Local Advisory Board (LAB)<br>(Standards and Resources) |
|---|---|---|---|---|
| (minimum x11 people) | (minimum x11 people) | (minimum x11 people) | (minimum x11 people) | (minimum x11 people) |
| Chair of Local Advisory Board | Chair of Local Advisory Board | Chair of Local Advisory Board | Chair of Local Advisory Board | Chair of Local Advisory Board |
| Vice Chair of Local Advisory Board | Vice Chair of Local Advisory Board | Vice Chair of Local Advisory Board | Vice Chair of Local Advisory Board | Vice Chair of Local Advisory Board |
| Headteacher (Staff Advisor) | Headteacher (Staff Advisor) | Headteacher (Staff Advisor) | Headteacher (Staff Advisor) | Headteacher (Staff Advisor) |
| Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor |
| Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor |
| Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor |
| Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor | Co-opted Advisor |
| Parent Advisor | Parent Advisor | Parent Advisor | Parent Advisor | Parent Advisor |
| Parent Advisor | Parent Advisor | Parent Advisor | Parent Advisor | Parent Advisor |
| Staff Advisor | Staff Advisor | Staff Advisor | Staff Advisor | Staff Advisor |
| Staff Advisor | Staff Advisor | Staff Advisor | Staff Advisor | Staff Advisor |

## 1.5 Folio Members:

| Name | Skills and Experience |
|---|---|
| | |
| Mr Kevin Plummer | Retired Magistrate/experienced in Health and Safety and Compliance |
| Mrs Anne Rodriguez | Experienced in commercial business |
| Mr Andrew Inkester | Experienced in Financial Law, Risk and Compliance |
| Dr Tim Crayford | Experienced in health statistical analysis/qualified medical practitioner<br>***Chair of Trust Board***<br><br>N.B. - As outlined within Folio Articles of Association, the Trustee elected to be Chair of the Trust Board will automatically be appointed as a Member for that period of office. |


## 1.6 The Difference between Members and Trustees:

There is clear division between the role of 'Members' and that of 'Trustees' or 'Directors'. The role and rights of Members is analogous to that of shareholders. Members do not though have rights of ownership in the company like shareholders because there are no profits distributed to them. Members can control constitutional change with approval from the Department for Education (DfE). Members have the right to remove a Trustee by ordinary resolution (a vote passed by simple majority).

It is the 'Trustees' who are delegated the operational running of the company or the Trust. The role of 'Members' is largely "hands-off". The best illustration of the difference between a Member and a Trustee is whilst the annual audited accounts will be presented to the Members, it is the Trustees who approve, sign them and send them to Companies House.

'Trustees' are part of the governance model as a Governor, a Company Director and as a Charity Trustee. These are not different positions but the terms do reflect the origin of legal duties. To ensure consistency and to ensure a shared understanding, Folio chooses to use the term 'Trustee' to describe this level of the governance model.

Core duties of a ***Governor Trustee*** are:

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

Core duties of a ***Charity Trustee*** are:

➢ The Duty of Compliance ensuring that the charity is using its resources for charitable purposes.
➢ The Duty of Prudence ensuring fiscal responsibility and protection of assets so that they benefit its charitable beneficiaries.
➢ The Duty of Care ensuring that using personal skills and experience the Academy Trust is well run and efficient.

Core duties of a ***Company Director Trustee*** are: (*Statutory Code of Directors – Companies Act 2006*)

➢ The Duty to act within powers – *Obey the company's constitution and take decision under it.*

- ➢ The Duty to promote the success of the company – *Act in the company's best interests, taking everything you think relevant into account.*
- ➢ The Duty to exercise independent judgement – *Remember you remain responsible for the work you give to others.*
- ➢ The Duty to exercise reasonable care, skill and diligence – *Be diligent, careful and well informed about the company's affairs. If you have any special skills or experience, use them.*
- ➢ The Duty to avoid conflicts of interest – *Avoid situations where your interests conflict with those of the company. When in doubt disclose potential conflicts quickly.*
- ➢ The Duty not to accept benefits from third parties – *Be honest and remember that the company's property belongs to it and not to you or its Members.*
- ➢ The Duty to declare interest in proposed transaction or arrangement.

## 1.7 Folio Trustees:

There are three types of Folio Trustee. This is to ensure that the Trust is not limited in its growth. It does not choose to elect or appoint a Trustee from each school within the Trust as this would limit growth.

Executive Leader - Chief Executive Officer (CEO)

Employed by the Trust, this role acts as a Trustee during their employment and acts as the lead on educational matters and those related to Folio Shared Services. The Chief Executive Officer is the Trust's 'Accounting Officer'.

Appointed Trustees

Appointed by the Trust following ordinary resolution (a vote passed by simple majority). This increases the independence of the Trust Board from each individual school. Volunteers are appointed following a skills audit. Appointed Trustees are appointed for four years.

Co-Opted Trustees

Elected by Trustees following ordinary resolution (a vote passed by simple majority).  Co-Opted Trustees are appointed on the basis of the skills required to contribute to the effective governance of the Trust Board, following a Skills Audit.  Co-Opted Trustees are in post for four years. It is expected that during their time as Trustees they do not serve on Local Advisory Boards of individual schools. This is to ensure they represent all schools within the Trust during their time as a Co-Opted Trustee.

| Name | Type of Trustee/Term of Office/Skills and Experience |
|---|---|
| Mr Jonathan Wilden | Executive Leader<br>Chief Executive Officer (CEO)<br>Educationalist for 22 years/Former Headmaster of Wallington County Grammar School. |
| Dr Tim Crayford | Appointed Trustee – 4 Years Term of Office from 1st September 2017<br>Experienced in health statistical analysis/qualified medical practitioner<br>Former Vice Chair of Governors at St Peter's Primary School. |
| Mr Paul Huitson | Co-opted Trustee – 4 Years Term of Office from 1st September 2020<br>Retired Police Officer/experienced in Health and Safety and HR<br>Former Chair of Governors at Wallington County Grammar School. |
| Miss Jane Speller | Co-Opted Trustee – 4 Years Term of Office from 1st September 2019 |

| | |
|---|---|
| | Experienced in HR within commercial world and SEND provision within schools Former Chair of Governors at St Peter's Primary School. |
| Mrs Vinoo John | Co-Opted Trustee – 4 Years Term of Office from 1st September 2019 Experienced in Financial Management Former Chair of Governors at Park Hill Junior School. |
| Mrs H Latham | Co-Opted Trustee – 4 Years Term of Office from 1st September 2019 Experienced in educational operational performance metrics. Current CFO/COO for Girls Learning Trust (GLT). |
| Mr D Herrick | Co-Opted Trustee – 4 Years Term of Office from 1st September 2019 Experienced in Financial Management and Financial Compliance. Currently employed by Deutsche Bank in Financial Compliance. |
| Mrs R Baylis-West | Co-Opted Trustee – 4 Years Term of Office from 1st September 2019 Experienced in HR recruitment and staffing. Currently working for Perrett Laver the international executive search firm. |

## 1.8 The Difference between Trustees and Local Advisors:

Each school within Folio Education Trust has its own local group of volunteers who form an essential part of the governance model for the Trust. These local groups are known as 'Local Advisory Boards' (LABs) and the individuals who form these as volunteers are known as 'Local Advisors' (LAs).

There is a clear difference between the role of a 'Trustee' and the role of a 'Local Advisor'.

What key aspects of governance are the duty of Trustees:

- ➢ Consistency and Equality: To ensure that governance is collaborative across all schools.
- ➢ Finance: Audit and Compliance.
- ➢ Quality of Education: To ensure that all Folio schools collaborate and work towards being judged by Ofsted as 'Outstanding'.
- ➢ Shared Services: To ensure the provision and evaluation of operational services for all Folio schools and those other schools who wish to buy in to service provision.
- ➢ Admissions: To ensure all Folio School Admission Arrangements are compliant with the Admissions Code, publically consulted upon and in keeping with strategy of the Trust.
- ➢ Remuneration: The approval and moderation of performance related pay awards to all Trust Staff.

What key aspects of governance are the duty of Local Advisors:

Local Advisors have a duty to support and challenge their specific school in the following areas:

- ➢ Quality of Education
- ➢ Behaviour and Attitudes
- ➢ Personal Development
- ➢ Early Years or Sixth Form Provision
- ➢ Leadership and Management (to include Safeguarding)
- ➢ Financial Management
- ➢ Health and Safety (to include Educational Visits)
- ➢ Special Educational Needs and Disability (SEND) and Disadvantaged Pupils.

## 1.9 Trust Board Committee Structure (See Terms of Reference for further detail)

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                        ┌─────────────────────┐
                        │  Folio Trust Board  │
                        └─────────────────────┘
         ┌──────────────────────┼──────────────────────┐
┌─────────────────┐  ┌─────────────────────┐  ┌─────────────────────┐
│ Folio Trust Board│  │  Folio Financial    │  │ Folio Trust Board   │
│ Remuneration     │  │  Management and Audit│  │ Other Committees,   │
│ Committee        │  │  Committee          │  │ Appeals and Working │
│                  │  │                     │  │ Parties             │
└─────────────────┘  └─────────────────────┘  └─────────────────────┘
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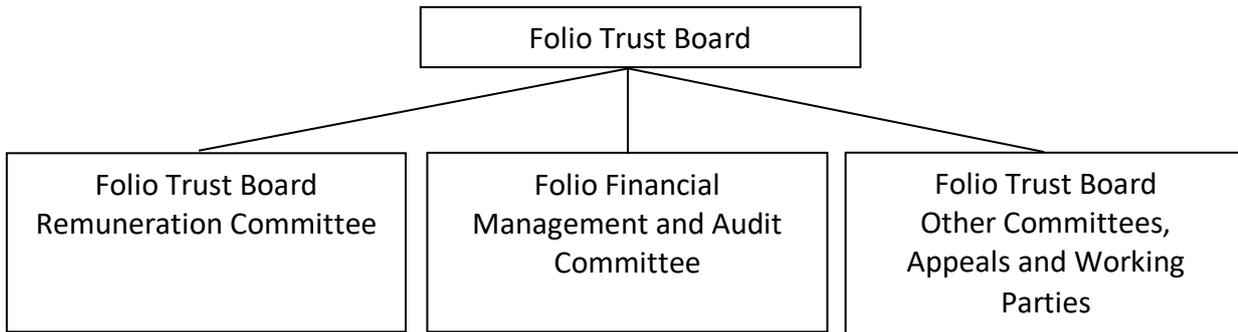
**Folio Financial Management and Audit Committee (Meeting cycle = Minimum of four meetings per academic year)**

Made up of a minimum of three Trustees, this committee is responsible for making decisions in the best interest of the schools within the Trust and therefore in the best interests of the pupils and staff within those schools.

See the Trust's Terms of Reference and Trust Scheme of Delegation for a more comprehensive list of what this committee has responsibility for.

➢ Establishing a Financial Scheme of Delegation for the Trust and schools.
➢ Establishing a Risk Management and Financial Control Framework for the Trust and schools.
➢ Delivering and Evaluating Shared Services across the Trust to ensure value for money.
➢ Reviewing Staffing and Curriculum models across the Trust to ensure value for money.
➢ Providing challenge and support for the Chief Executive Officer the Chief Finance Officer and Chief Operating Officer on all matters regarding Financial Management and Audit.
➢ Responsible for developing a long term growth strategy for the Trust with regards expansion of Folio Shared Services.
➢ Responsibility for adhering to the Academies Financial Handbook.
➢ Organising an effective Financial Audit of the Trust and schools within it.
➢ Recommending to the Trust Board a formal budget for each school within the Trust. (Following meaningful consultation)
➢ Consulting upon, recommending to the Trust Board and reporting on the annual 'Trust Levy' for each school within the Trust to help drive school improvement and financial savings.
➢ Monitoring and reviewing the financial performance throughout the financial year.
➢ Delegating to Headteachers and the LAB and Lead Advisor for Finance the responsibility of monitoring financial risk variables within each school within the Trust.
➢ Assisting the Committee in making the correct decisions for the schools within the Trust. The Committee will also welcome people to attend and act as advisors or observers. These will include people such as the Trust's Chief Finance Officer, Chief Operating Officer and the Head of School or Headteachers from each specific school within the Trust.

**Folio Remuneration Committee (Meeting cycle = Autumn Term meeting plus when necessary)**

Made up of just three Trustees to ease the decision making process, Trustees make decisions in the best interest of the schools following a series of recommendations from Headteachers.

The Committee will receive presentations from each school which will summarise their recommendations for pay.

These recommendations will be made following meetings in each school between the Head of School or Headteacher, Deputy Headteachers, Lead Advisor for Leadership and Management and the CEO or Executive Headteacher who will support this process and moderate appraisal documents for equality across schools.

By the time each school presents to the Remuneration Committee in November the outcome of performance related pay is already decided upon in the eyes of each local school. The Remuneration Committee are simply there to ensure fairness across all schools that the same processes have been equally applied. The Committee will receive an external moderation report to help evidence a rigorous but fair process from the CEO or Executive Headteacher. The Committee will expect a breakdown of KPIs such as:

➢ SLT Costs
➢ Upper Pay Scale %
➢ Main Scale %
➢ Teaching Staff Salaries %
➢ Non-Teaching Staff Salaries %
➢ Cost per pupil
➢ Teaching Staff Contact Ratios
➢ Number of staff receiving performance related pay
➢ Number of staff receiving targeted support programmes
➢ Actual Staff Structure v Targeted Staff Structure
➢ These KPIs ensure that the Remuneration Committee can keep the Trust Board informed of development areas across the Trust.
➢ For those schools in the Trust who have a staff cost profile away from the strategic objective or for those schools that are underperforming, they will receive a more rigorous review. This is part of the 'earned autonomy' model which the Trust wishes to employ.
➢ The Remuneration Committee will be responsible for setting the performance objectives and the salary for the CEO or Executive Headteacher, other Trust employees and each Headteacher or Head of School in each individual school.
➢ Objectives will be centred around responding to the self-evaluation and completion of the school development plan. Salary setting will for Heads of School and Headteachers be based upon an agreed formula linked to the size of school. It will have a pay range to ensure progression. It may also include recruitment and retention payments. The CEO, CFO, COO or Executive Headteacher's salary is a spot salary which is linked to the size of the Trust and the work that it is carrying out. All salaries of executive staff are benchmarked to ensure fairness across the Trust and with other similar organisations.
➢ The CEO or Executive Headteacher's and other senior Trust employees will have their salaries published in the end of year financial report.
➢ The Trust Remuneration Committee will ensure that the money spent on staffing is in keeping with the Core Purpose of the Trust.

**Folio Trust Board (Meeting cycle = Six meetings per academic year)**

Made up of a minimum of three Trustees, the Trust Board has responsibilities to make decisions in the best interest of the schools within the Trust and therefore in the best interests of the pupils and staff within those schools.

There are two main strands of support and challenge which the Trust Board delivers. These are linked to 'Strategy' and 'Standards'.

Strategy

The Trust Board ensures that the Folio Core Purpose; Mission, Vision and Goals of the Trust are continually measured and fit for purpose. It also looks at mechanisms to expand the Trust with regards the number of collaborative schools within Folio and the extent to which Folio Shared Services are brokered and shared within the local area therefore generating improved economies of scale.

The Trust Board considers admissions arrangements for all Folio schools ensuring they are publically consulted upon, compliant with the Admissions Code and determined within a specified time frame by all Folio schools. Folio schools have delegated authority to generate the actual admissions arrangements.

The Trust Board is responsible for approving the Budget and the Trust Levy following significant consultation with Headteachers and Local Advisory Boards (LABs). The annual budget and Trust Levy is recommended by the Financial Management and Audit Committee.

Standards

The Trust Board monitors Key Performance Indicators (KPIs) and the objectives within each Folio School's School Development Plan (SDP). Impact Statements from Headteachers as part of their SDP provides evidence of school improvement.

Additional Quality of Education Metrics monitor a deeper level of Quality of Education providing the Trust Board with a clear update on Folio School Performance.

The Trust Board receives Self Evaluation Forms (SEFs) from all Folio schools. These are two page summary documents.

The Trust Board monitors performance metrics for Folio Shared Services. These metrics identify the level of performance for Catering, IT, HR, Estate Management and Finance Services. They evidence impact and value for money. Folio Inclusion and Welfare Services are currently under development.


**Folio Appeals Committee (Meeting cycle = when necessary)**

While the Trust does not wish to have any appeals it must be prepared to deal with them. The Trust's appeals policy will be set by the Trust Board and will ensure that the informal stage is dealt with by each individual school with the help of the CEO or Executive Headteacher. Only once the matter cannot be resolved informally and once the individual school has formally investigated any issue will the Trust Appeals Committee receive a formal appeal. People who sit on appeals panels are to be suitably trained and so those people sitting on Appeal Panels can be a mix of both Advisors and Trustees. An advisor will not sit on a panel in relation to a case for his or her own school. This will ensure a level of independence. Appeals will only ever be about process and not outcome.

## 1.10 Folio Local Advisory Boards (LABs):

Each Local Advisory Board (LAB) is formed of approximately 11 people:

X2 (minimum) Parent Advisors (elected according to vacancies and skills audit)
X3 (maximum) Staff Advisors (x2 elected from the staff body plus the Headteacher)
X6 (minimum) Co-opted Advisors (appointed by the LAB according to vacancies and skills audit)

This group of approximately 11 volunteers is led by a Chair of the Local Advisory Board and contains at least eight 'Lead Advisors' (Parent and Co-opted Advisors) who are in place to provide targeted support and challenge in eight specific areas of school evaluation.

Eight key areas of School Evaluation: (Questions taken from the latest Ofsted Inspection Framework)

1. Quality of Education
2. Behaviour and Attitudes
3. Personal Development
4. Leadership and Management
5. Early Years or Sixth Form provision
6. Finance
7. Health and Safety
8. SEND and other disadvantaged groups of pupils.

➢ **Quality of Education**

What is the curriculum intent, implementation and impact?
Is there a high academic ambition for all pupils?
Are pupils provided the knowledge and cultural capital they need to succeed in life?
How does the school monitor and use assessment data for targeted intervention and to help pupils embed knowledge?
Which pupil groups are underperforming and what is the school doing to address this?
Which individual pupils are meeting expectations? (To include Pupil Premium)
How does the school monitor and evaluate the quality of teaching and learning?
Which subject areas/phases are underperforming and what is the school doing to address this?
How does the school report progress to parents?

➢ **Behaviour and Attitudes**

How does the school monitor the behaviour of pupils?
What routines within the school promote a calm and orderly environment?
How does the school support the development of all pupil groups? (SEN, EAL, More Able etc.)
How does the school support the well-being of pupils and staff?
What are the Key Performance Indicators (KPIs) for this area? (Attendance, Exclusions etc.)
How does the school encourage outstanding attendance and punctuality?
Are consequences clearly defined and applied consistently and fairly by all staff?
Do pupils feel safe in an environment where bullying, discrimination and peer-on-peer abuse online or offline are not accepted?
Are all exclusions legal and justified?
What is the school's strategy for re-integrating a pupils after a fixed term exclusion?
Do pupils have a high level respect for each other and staff actively supporting others well-being?

➢ **Personal Development**

How does the school develop and deepen pupils understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect?
Do pupils reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others?
How are pupils helped to recognise the risks of things such as; sexual exploitation, substance misuse, gang activity, radicalism and extremism?
How are pupils supported to recognise the dangers of inappropriate use of mobile technology and social media?
Do pupils keep physically healthy at school?
Does the school have an effective careers programme which offer pupils careers advice, work experience, contact with potential employers getting them ready for the next phase of education, training or employment?
How effective is the school's provision of spiritual, moral, social and cultural education?
Do pupils recognise the difference between right and wrong?
Is there a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities?
Does the school follow successfully the new Relationships and Sex Education and Health Education Curriculum which will be statutory from September 2020?

➢ **Leadership and Management (to include Safeguarding and Child Protection)**

How does the school monitor the performance of teaching and non-teaching staff?
How does the school engage in CPD for staff?
How well is the school performing according to its SEF?
How well is the school meeting the objectives and KPIs in its SDP?
What procedures are in place for the appraisal of staff?
What pay awards will the school make this academic year for non-teaching/teaching staff?
How does the school admit pupils into the school?
Are pupils safe in school and what safeguarding procedures does the school employ?
What is the school learning from stakeholder surveys? (Parents, Staff, Pupils)
What steps is the school making to monitor and reduce the workload of staff?
What is the level of 'off-rolling' within the school?
What evidence is there that the Pupil Premium and Sport Premium are well used?
Do all LAB Governors understand their role and their interaction with the Trust with regards delegated governance?
Do LAB Governors help the school to do the following core functions; ensuring clarity of vision and ethos, holding leaders to account for staff and pupils performance, work with the Trust to ensure money is well spent?
Does the school meet statutory responsibilities in for example; equality, Prevent, Safeguarding etc?
What internal (MAT) and external support mechanisms are in place to help support and challenge the school?
Is the school avoiding 'gaming the system'? For example entering pupils for courses which maximise outcomes but don't have a child's best interest at heart or using inaccurate register codes when the register is taken?
Does the school have an inclusive culture making sure those more vulnerable children obtain specialist support to support them in gaining a positive experience of learning?
Does the school have a culture of safeguarding? Protecting children online and offline, identifying pupils who require early help, managing safer recruitment and when allegations about adults are made.

Does the school have a thorough understanding of 'Keeping children safe in education', 'Working together to safeguard children' and 'Positive environments where children can flourish'?

- ➢ **Early Years Educational Provision**

  What evidence is the school collecting to evaluate what it is like to be a child in early years provision?
  Are specific safeguarding arrangements, procedures and routines in place for the early years?
  How well is the curriculum meeting the needs of children in the early years?
  Do staff ensure that the content, sequencing and progression through the curriculum is appropriate?
  Have school leaders constructed a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life?
  Do staff in 'Reception' teach children to read systematically by using synthetic phonics?
  Do staff develop children's communication and language through singing songs, nursery rhymes and playing games?
  How does the school promote a love of reading?
  How effective are attitudes and behaviour developed through; playing and exploring, active learning, creative thinking and thinking critically?
  Does staff pedagogy allow two and three year olds to express their ideas and do staff listen to children without interrupting them?

- ➢ **Sixth Form Educational Provision**

  What evidence is the school collecting to evaluate what it is like to be student in the Sixth Form?
  Are specific safeguarding arrangements, procedures and routines in place for the Sixth Form?
  Do teachers have high expectations for achievement and progress?
  What systems are in place to monitor the academic progress of students?
  Have leaders developed a curriculum that provides progression for all and stretches the more able?
  What procedures and opportunities are in place to offer all students high quality careers guidance?
  How well do students develop personal, social and independent learning skills?
  How well do students achieve high levels of punctuality and attendance?
  How well do students' conduct and attitudes, participation in enrichment attitudes and work experience prepare them for the next stage of their education, employment or training?

- ➢ **Finance**

  What budget has the Trust Board approved and does this support the school to carry out its core purpose?
  How well is the school performing against its budget with particular focus on agreed Financial Risk Variables as agreed with the Trust?
  What staffing structure/cost profile does the school have and what does it need to do to achieve its most efficient state?
  How well does the school use grants such as the Primary Sport Premium to have an impact on pupil progress?
  How well is the Pupil Premium used by the school?
  What processes are in place within the school to contribute towards financial probity/financial audit/ financial safeguarding and risk management of the Trust?
  Is the Trust Levy value for money?
  What are the financial implications of Folio Shared Services such as; Catering, IT, HR, Estate Management, Financial Management, Marketing, Compliance, Inclusion and Welfare?
  What funding is available for the school to ensure the maintenance of premises?
  What funding is available for the school to engage in capital projects?

➢ **Health and Safety (to include Educational Visits)**

Are Educational Visits well run and safe?
When was the last time that the school's Educational Visits Policy evaluated?
How does the school mitigate risks with regards Educational Visits?
Is the school site safe?
How does the school monitor the quality of the learning environment?
What areas of the school buildings need to be reviewed/renewed through capital investment?
What points for development have been raised in the latest external Health and Safety Audit?
What points for development were raised following the last Fire Evacuation?
Has the school tested its Lockdown Procedure?
Has the school tested its ability to respond to critical incidents?
What policy and procedures does the school have in place to ensure business continuity?
Does the school keep securely and dispose safely when necessary hazardous material such as chemicals and radioactive materials?
Does the school have a proactive approach towards recycling and reducing the use of single use plastics?

➢ **Special Educational Needs and Disability (SEND) and Disadvantaged Pupils.**

Are children with SEND making progress?
How effective is the school at supporting pupils who have EHCPs?
Has the school produced an up to date annual SEND Report?
Are teaching staff and teaching assistants confident in delivering targeted education plans?
Are facilities and resources in the school appropriate for children with SEND?
Are children who attract Pupil Premium funding supported to ensure they make expected progress?
Does the school monitor and take necessary action to support a range of disadvantaged groups of pupils?
What external support services does the school employ to support vulnerable pupils?
Is positive mental health promoted within the school?
How does the school support pupils who suffer from negative mental health concerns?

While the term 'Lead Advisor' suggests that the individual is an expert and able to lead and advise on the area of evaluation, this may not always be the case. Folio Governance wants to work with volunteers who wish to develop into the role of 'Lead Advisor' and so this document is designed to identify the key aspects of the role and identify the key questions which need to be asked of school leaders. Any Lead Advisor feeling insecure with their level of knowledge can be supported by inter-school collaboration or targeted training which will be organised by the Trust. The key driver to appointing or electing Lead Advisors onto the LAB is a skills audit to ensure that while volunteers may not fully understand school evaluation in the beginning but they do have the necessary skills set to mean they are able to confidently understand the purpose of governance and key areas of school life such as financial management, health and safety etc. Regular skills audits conducted by the Trust will ensure that each LAB and the Trust Board have the right people at the table.

# 1.11 Trustee and Local Advisor Responsibilities and Code of Conduct

I pledge to do the following…

- Embrace and be able to articulate Folio Education Trust's Core Purpose; Mission, Vision and Goals.
- Embrace and be able to articulate the Trust's/school's Vision, Motto and Values.
- Be able to articulate the Trust's/school's main development priorities as outlined within School Development Plans (SDPs).
- Be able to articulate how well the Trust/school is performing as outlined within the Self Evaluation Forms (SEF Summaries).
- Work towards 'outstanding' governance as outlined within the latest Ofsted guidance and DfE Governance Handbook.
- Be able to articulate what the Trust/school is doing to raise the aspirations of all pupils with specific reference to pupils who are Looked After Children (LAC), those who receive Pupil Premium or who are identified as disadvantaged.
- Support the role of the Chairs and the work of the Clerks.
- Give honest and constructive feedback to the Chairs and the Clerks as part of their 360 degree feedback.
- Establish good relationships with other Trustees/Advisors, with staff, students and parents/carers all based upon trust.
- 'Know the Trust/School' with regards evidence of accountability. (e.g. SDPs/KPIs/Academic Performance Data).
- 'Know the Trust/School' with regards the 'Inspection Data Summary Reports' (IDSRs).
- Commit to asking challenging questions of the Trust/school.
- Complete a regular 'Skills Audit' to inform my training and development.
- Read all paperwork that is distributed with regards Trust Board/Local Advisor meetings.
- Make regular and constructive contributions during Trust Board/Local Advisor meetings.
- Contribute towards an annual self-review and review of fellow Trustees/Advisors in their role.
- Attend all Trustee/Advisor meetings invited to join in a timely manner.
- Attend at least two training events per academic year and share take-away points with other Trustees/Advisors and Senior Leadership Team.
- Carry out school visits in my role as a Lead Advisor for a chosen aspect of whole Trust/school evaluation and provide the Trust/School and the Trust Board/LAB with a written report which identifies key questions and agreed actions.
- Attend Trust Board Strategic Meetings/'School Governance Days' which will be held during the academic year to collect evidence of school improvement strategies and consider the next SDPs.

**The Trust Board and Local Advisory Board have adopted this Code of Conduct.** Trustees/Advisors will sign the Code at the first Trust Board/Advisory Board meeting of each academic year. (Autumn Term)

**Undertaking**:

As a member of the Trust Board/Local Advisory Board I will always have the well-being of staff and pupils and the reputation of schools and the Trust at heart; I will do all I can to be an ambassador for the schools and the Trust, publicly supporting its aims, values and ethos; I will never say or do anything publicly that would embarrass the schools or the Trust, the Advisory Board, the Senior Staff or other staff. I will follow Nolan's 'Seven Principles of Public Life' - **(Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership).**


Signed: ................................................    Printed name: .....................................

Date: ……………………………

# folio
EDUCATION TRUST

## Declaration of pecuniary and personal interests form 2020/2021

| General Information | |
|---|---|
| **Full name including title** | |
| **Name of LAB membership or Trusteeship** | |

**I, the above named, declare as a Trustee/LAB member of Folio Education Trust or one of its academies, that I hold the following interest(s):**

| Pecuniary Interests | |
|---|---|
| **Current employment (should you be an employee of any local authority, please ensure this is recorded here. Also if you are currently a member or employee of a Fire and Rescue Authority, Waste Disposal Authority, National Park Authority, Broads Authority or a Passenger Transport Executive please give details here.)** | |
| **Businesses (of which you are a partner or sole proprietor)** | |
| **Company directorships/charity trusteeships** | |
| **Membership of professional bodies, membership organisations, public bodies or special interest groups of which you are a member and have a position of general control or management** | |
| **Organisations of which you are a director/trustee/shareholder which trade with Folio Education Trust or any of its academies. (Please provide details and state % of shares/voting power if applicable)** | |
| **Organisations of which you are an employee/consultant which trade with Folio Education Trust or any of its academies (please provide details and state if you are in a position of influence over the decisions of the company)** | |
| **Any relative/close connection meeting one of the above criteria (please provide details)** | |

| | |
|---|---|
| **Any local authority association posts ie are you currently or within the past 4 years have you been a councillor (add details and end date if appropriate)** | |

| Personal interests | Name | Relationship to me | Organisation (if applicable) |
|---|---|---|---|
| **Relationship to members of staff, LAB members or Trustees** | | | |
| **Company directorships or trusteeships of family/close connections to members of staff, LAB members or Trustees** | | | |

**To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation/close connection in any contract, proposed contract or other matter when present at a meeting at the school where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.**

**I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/school's conflicts of interest policy.**

**Signed:**

**Date:**

**Our Trust is committed to acting with integrity and impartiality. To this end, we are required to publish a register of our Members, Trustees and Local Advisors' relevant business, pecuniary and personal interests.**

**These interests are anything that might sway your decision making, or affect your ability to act in an impartial way. For example, this might mean that you:**

- **are a trustee or governor at another school or charity;**
- **work for a company that the Trust or one of its Academies might engage the services of (a catering or payroll provider etc);**
- **have a personal relationship with any employees, Members, Trustees or Local Advisors or students who attend Folio Schools (eg spouse, partner, relative, family member etc.).**

**If you are not sure an interest counts, err on the side of caution and declare it.  We ask that you update us whenever your circumstances change. We'll also update our register of interests every year.**

**Declaring your conflicts of interest is a legal requirement within the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 and for academies, in the Articles of Association and Academies Financial Handbook. However, making an annual declaration does not remove your requirement to make an oral disclosure of an interest and temporarily leave any meeting, where the interest is relevant to something being discussed.**

**Information on rules disqualifying individuals from serving as a governors/trustees can be found here:**

**www.gov.uk/guidance/automatic-disqualification-rules-for-charity-trustees-and-charity-senior-positions**

## 1.12 Local Advisory Board Meeting Structure:

There are two different types of Local Advisory Board Meetings; LAB Standards and LAB Resources. Each focuses on different aspects of school evaluation:

**LAB Standards (Meeting cycle = once per term)**

LAB Standards will cover the following aspects of school evaluation and development:

Quality of Education (to include Curriculum intent, implementation and impact)
Outcomes for Pupils (to include SEND and Pupil Premium)
Leadership and Management (to include a continual review of SEF and SDP)

**LAB Resources (Meeting cycle = once per term)**

LAB Resources will cover the following aspects of school evaluation and development:

Personal Development/Behaviour and Attitudes
Health and Safety including Educational Visits
Financial Management
Leadership and Management (to include Safeguarding and Child Protection)

## 1.13 Trust Board Meeting Structure:

There are three different types of Trust Meetings; a.) Financial Management and Audit Committee, b.) Trust Remuneration Committee and c.) Trust Board meeting. Each focuses on different aspects of Trust and Folio School evaluation:

**Financial Management and Audit Committee (Meeting cycle = six per academic year)**

Financial Management and Audit Committee will cover the following aspects of Trust and Folio School evaluation and development:

Recommending the Trust Levy for approval at the Trust Board
Recommending the Trust and Folio school budget setting for approval at the Trust Board
Monitoring Financial Management Accounts for the Trust and all Folio schools
Financial Audit

**Trust Remuneration Committee (Meeting cycle = November plus when necessary)**

Trust Remuneration Committee will cover the following aspects of Trust and Folio School evaluation and development:

Recommendations from Folio schools for annual Pay Awards
Folio Pay Policy
Moderation of Folio Appraisal Booklets
Folio Executive Leader salary structure
Folio Headteacher salary structure
Folio School staff salary structure

**Trust Board (Meeting cycle = six per academic year)**

Trust Board will cover the following aspects of Trust and Folio School evaluation and development:

Strategic Growth – setting Mission, Vision and Goals
Quality of Education within Folio schools (to include Leadership and Management, Personal Development and Behaviour and Attitudes)
Financial Management (to include approval of Trust Levy and budget setting)
Financial Audit (approval of Annual Trustees Report)
Folio Compliance and Data Protection (GDPR)
Folio Shared Services – Operational Metrics (Finance, Catering, HR, IT, Estate Management, Inclusion and Welfare)
Folio School Health and Safety (Delegated to Folio schools)
Folio School Admissions (Ensuring compliance and public consultation)

## 2.0 Folio Accountability Framework and Cycle of Evaluation and Development:

Each Folio school is expected to follow the same evaluation and development cycle as part of the Folio Governance Model. It is essential that evaluation and development are seen as a constant dynamic process which can inform each other to ensure targeted school improvement.

Folio has set templates for both a Self Evaluation Form (SEF Summary) and a School Development Plan (SDP)

**Folio Self Evaluation Form (SEF Summary)**

Each Folio school will at the end of November each year update their SEF Summary and publish it on their website. This will analyse each relevant area of the Ofsted Inspection Handbook and make best-fit judgements based upon evidence of impact and performance. The document will be written using Ofsted language and project forwards with regards how the school is performing and what areas it needs to develop further.

An example of this is that if the Quality of Education is deemed to be 'good' then the language of 'Ofsted Good' will be used. When highlighting the next step the language of 'Ofsted Outstanding' will be used.

Evidence of impact within a SEF Summary may include the following:

➢ Public Examination or Assessment Progress Data compared to contextual comparisons and National benchmarks. (This will analyse cohorts and disadvantaged and vulnerable groups) This can also look at a three year trend to identify continual progression over time.
➢ Quality of Education will include a triangulation of;

  a.) Lesson Observations
  b.) Learning Walks and Drop Ins
  c.) Book Looks to assess use of AfL strategies

➢ Student/Staff/Parent survey data

➢ Pastoral Data which will include a triangulation of;

  a.) Behaviour and Reward Points (to include Exclusions data)

b.) Disadvantaged status (EAL, SEND, PPG, FSM, LAC etc.)
c.) Attendance and Punctuality

➢ Curriculum narrative – Intent, Implementation and Impact

**Folio School Development Plan (SDP)**

Each Folio school will start the co-construction of their SDP in January by consulting Local Advisors, Parents, Staff and Students. This will immediately pick up those areas identified within the recently completed SEF Summary. It will also include emerging concerns at this time of the academic year which are identified through regular monitoring and tracking in quality of education, behaviour and attitudes and personal development.

Between January and June there will be a number of consultation and co-construction sessions held with various stakeholders to ensure that the SDP becomes a document which is owned by everyone within the school. The new SDP must be submitted to the Trust Board in July. The current SDP will be completed and submitted to the Trust Board in October.

Each Folio School will at their last Local Advisory Board meeting of the academic year confirm the SDP and circulate to all stakeholders ready for September.

The format of the SDP will include:

➢ A 'SDP Front Page' which will contain a set of contextual Key Performance Indicators (KPIs) which will be monitored throughout the academic year by the school's SLT, LAB and the Trust Board. This quick and easy to read front page will ensure that indicators of performance remain on course and are regularly RAG Rated to assess any risk.
➢ 'Development Objectives' will be set which address those areas identified in the SEF Summary and which move the school forward towards achieving or maintaining an Ofsted Outstanding judgement. They will be SMART. (Specific, Measurable, Achievable, Risk assessed and Time constrained). We would expect no more than four development objectives so to keep the SDP focused and sharp. Each development objective must be accompanied with clear and precise 'Success Criteria' and 'Actions Steps'. It is also advisable to identify who is leading on each development objective.

KPIs and Development Objectives will be reviewed in December, March and at the end of academic year or when final public examination and progress assessment data becomes available.

The School SEF Summary and SDP are to be dynamic documents and a continual point of discussion at SLT and LAB meetings.

Folio Headteachers will be held to account for the production of a SEF Summary and the delivery of the annual SDP. It will form an essential part of their annual appraisal.

## 2.1 Folio School Improvement Model:

The key drivers for School Improvement are the creation of the annual SEF Summary and SDP documents. These are pivotal in directing Continuing Professional Development (CDP) of staff.

Folio expects all schools within the Trust to engage in school to school collaboration. This is arranged on an informal basis and also as part of the formal Trust-wide CPD programme. While there are specific

characteristics for each school there will also be things in common. It is these areas of commonality which is where staff can co-construct resources, initiatives and collaborate on school improvement strategies.

One of the most effective initiatives within Folio is the 'School Improvement Peer Review Model'. The purpose of this School Improvement Peer Review system is to foster a sense of local collaboration between participating schools. Four trained senior leaders from a range of participating schools will join with an Ofsted accredited 'Lead Reviewer' to visit the participating school over one or two days and work alongside the Headteacher and Senior Leadership Team. The main aim is to celebrate strengths and identify future challenges, whilst providing high quality Continual Professional Development for existing and future leaders within the group. Each school that is reviewed will be provided with a final report under four key headings:

➢ Quality of Education.
➢ Quality of Behaviour and Attitudes.
➢ Quality of Leadership and Management (including effectiveness of SDP Objectives and Safeguarding).
➢ Effectiveness of 'School Development objectives'.
➢ Affirmation of the 'Area of Excellence'.

The major benefits for participating schools include:

➢ A review as opposed to an inspection. Fundamentally, the role of the review team is to act as a critical friend and they can be directed by the school being reviewed. Many schools will choose to structure their review in such a way as to focus on an area of particular interest, for example AfL, BfL, Teaching and Learning or a specific Subject Area. Others may wish to embrace a more holistic review of the whole school;
➢ The opportunity to celebrate your school's strengths and then take these out to other local schools. All schools being reviewed will nominate an 'Area of Excellence' they would like externally validated which can be disseminated throughout the collaborative group via a best practice directory;
➢ The collaborative identification of future challenges for the school and the exchange of ideas and strategies;
➢ An audit trail for Governors and Ofsted of Self Evaluation and Peer Review;
➢ Development opportunities for all staff – whether by reviewing another school or being reviewed in your own school.

## 2.2 Folio Appraisal of Staff

Folio has a Trust wide approach to Staff Appraisal and shares a model across all schools which is designed to allow all staff to celebrate their achievements and identify the areas within their Job Description or Teaching Standards where they need to continually improve and develop. Appraisal is used to celebrate success and to identify the necessary support required to ensure staff can carry out their role. It is not used as a tool to beat people with. Those staff who receive regular and targeted support but who fail to respond to meet the expectations move towards a separate process as part of the Trust wide policy on Appraisal and Capability.

Folio Staff Appraisal Booklets contain a leadership competency framework that has been taken from 'High Performers: The secret of successful school' by Alistair Smith (2011)

Staff Appraisal is linked to performance related pay. Failure to perform limits pay awards. The appraisal cycle for all staff ends on 31st October and pay award decision are then recommended by all schools following Trust wide moderation to the Remuneration Committee for the Trust. All pay awards are confirmed in writing to all staff and confirmed in November.

Staff appraisal objectives for the next academic year are always built at the end of the summer term with the support of Senior Line Managers ensuring that all staff recognise the development objectives within the School Development Plan (SDP). These appraisal objectives for all staff are to be in place by 31$^{st}$ October but ideally staff will start work towards their new objectives when they return after the summer holidays in September which is in line with the work towards the SDP.

## 2.3 Folio Scheme of Delegation:

For further detail on delegation within the Trust, please see the Trust's 'Scheme of Delegation'.

The Scheme of Delegation is an essential document which outlines the relationship between all the schools within Folio Education Trust and the Trust itself. It is an essential go to document which outlines who is accountable for which aspect of running a school both strategically and operationally.

As a rule of thumb a school is responsible and held to account for the operational activities which are very much contextualised within their setting. The Local Advisory Board (LAB) for that school is then responsible for supporting and challenging the school ensuring that the core purpose for the Trust and the strategic intent of the school is maintained and delivered. This will involve looking at the outcomes of those operational procedures. While a LAB is not responsible for operational decision making, they are responsible for evaluating those processes to see if there is any need for a change of strategic direction. The Trust Board is the same. It will offer services linked to a range of Trust wide initiatives which will help schools collaborate and generate more efficient processes. There may be times that Trust wide alignment will help with strategic growth but the Trust will not dictate operational processes where a school has earned its autonomy. In the best schools, those which are 'good' or 'outstanding', senior staff are responsible and encouraged to lead and manage effectively within their local context.

The Trust promotes an earned autonomy model which outlines that when a school can be recognised as either 'good' or 'outstanding', according to either Ofsted or following a Trust Review, it maintains decision making powers linked to its own school improvement strategies. Should any school be judged as either 'requiring improvement' or as 'inadequate' by either Ofsted or following a Folio Review then it will be subject to more dictated policy and procedural change by the Trust. Once a school starts to fail in the Trust's core purpose or to deliver improved life chances for children then immediate action needs to be taken. This immediate action and support will be offered by a range of senior staff in other Folio Education Trust schools so to promote collaboration and shared school improvement strategies.

A summary of the Trust's Scheme of Delegation is as follows:

*What is the Trust responsible for?*

➢ *Setting the 'Core Purpose'* of the Trust ensuring that it supports the core business of all schools within the Trust.
➢ *Establishing a 'Communication Strategy'* to communicate the 'Core Purpose' of the Trust to all schools ensuring that it supports the core business of all schools within the Trust.
➢ *Establishing a 'People Strategy'* to ensure all employees feel valued and able to carry out their 'Job Purpose' through meaningful appraisal processes.
➢ Designing, implementing and evaluating the Trust *Governance Model*.
➢ Setting expectations (providing templates) that all schools co-construct and evaluate the content of key documents which include; *Self Evaluation Forms (SEF Summary) and School Development Plans (SDPs)*, ensuring they have contextual Impact Evidence, Key Performance Indicators (KPIs) and contextual development objectives which have agreed success criteria and targeted and measurable actions steps.
➢ Consulting with Headteachers upon and setting the arrangements for the *School Academic Year* (Term Dates) ensuring there are opportunities for collaborative Staff Training, Staff Appraisal and co-construction of SDPs.
➢ Consulting with Headteachers and then recommending the *Admission Arrangements* to the Trust Board ensuring that arrangements for all schools are publically consulted upon and compliant to the Admissions Code.
➢ Establishing *strategic partnerships* with external providers to ensure the Trust's Core Purpose is a reality.

- Developing a Trust-wide _Shared Services Model_ which offers value for money in all schools in areas such as; ICT, Financial Management, HR, Catering, Estate Management, Compliance, Marketing, Inclusion and Welfare etc.
- Consulting with Headteachers and then implementing _Folio Reviews_ which evaluate Quality of Education, Quality of Behaviour and Attitudes, Quality of Leadership and Management, School Improvement Strategies and other key areas of school life to quality assure 'earned autonomy'.
- Respond quickly when 'earned autonomy is lost' in schools to ensure effective _Targeted School Improvement_.
- Setting _Employment Policy_ in all schools to ensure consistency and fairness. This includes; Appraisal and Capability Policy, Appraisal Booklets, Pay Policy, Staff Absence Policy, Allegations against Staff, Grievance and Disciplinary Policy, Complaints Policy.
- Consulting with Headteachers and then recommending _Pay Awards_ to the Trust Remuneration Committee.
- Ensuring efficient and _effective Leadership Structures_ in all schools to create effective line management procedures.
- Ensuring collaborative _Training_ for Governance and Continuing Professional Development of staff.
- Ensuring all schools understand what is expected of them with regards _Compliance and Data Protection_.
- Ensuring all schools have robust _Safeguarding and Child Protection_ procedures.
- Ensuring all schools have robust _Financial Management_ providing regular financial reports to LABs and Senior Staff so they can monitor agreed Financial Risk Variables.
- Ensure all staff have accurate _Employment Contracts_ and meaningful _Job Descriptions_ which form the basis of staff appraisal.

## 2.4 Folio Terms of Reference

## Folio Trust Board Terms of Reference

The Trust Board will at all times use the following key documents to guide its decision making:

- ➢ Articles of Association
- ➢ Academies Financial Handbook
- ➢ Academies Governance Handbook
- ➢ Terms of Reference
- ➢ Scheme of Delegation
- ➢ Folio Governance Model
- ➢ Folio Strategic Intent; Mission, Values and Strategic Goals

All Trustees are required to:

- ➢ Follow the seven principles of Public Life (the Nolan Principles) as set out in the Folio Governance Person Specification.
- ➢ Declare their conflicts and interests (see Folio Declaration of Interests Form).
- ➢ Sign and agree to follow the Folio Code of Conduct for Folio Trustees and Local Advisors.

**1        Membership of the Trust Board**

Membership shall consist of at least six Trustees plus the Chief Executive Officer. Membership will be based primarily on the completed skills audits of the Board.

**2        Clerking**

The Trust Board Clerk will clerk this meeting. In the event this is not possible, a cover clerk will be requested from Octavo Governance. Only in exceptional circumstances will the clerk be a Trustee.

**3        Quorum**

Three Trustees plus the Chief Executive Officer.

**4        Frequency and Conduct of Meetings**

- ➢ The Trust Board will meet at least six times per academic year.
- ➢ The Chair of the Committee shall be appointed by the Board at the end of the academic year in preparation for September, based on the skills audit completed annually. The Chair must be a Trustee and cannot be the Chief Executive Officer.
- ➢ The Vice Chair shall be appointed by the Trust Board, at the end of the academic year in preparation for September. The Vice Chair must be a Trustee and cannot be the Chief Executive Officer.
- ➢ If the Chair is absent from a meeting, chairmanship will be provided by the Vice Chair. If both the Chair and the Vice Chair are absent, Trust Board members will then elect one of their number to act as Chair for that specific meeting only. This cannot be the Chief Executive Officer.

➢ The agenda and any supporting paperwork must be prepared and distributed at least six days before the meeting.

➢ The draft minutes must be typed, approved by the Trust Board Chair and the Chief Executive Officer then made available to all Trustees within 14 days of the meeting, and at least six days before the next Trust Board meeting.

## 5        Committee Structure

The Trust Board has two Committees. The Finance and Audit Committee and the Remuneration Committee. All issues relating to 'strategic growth', 'standards' and 'resources' will be dealt with at the Trust Board. Trustees will have access to all Folio School Governance minutes and Folio Headteacher Executive Summary Reports from each LAB meeting.

## 6        Reporting Lines

All actions and decisions of the Trust Board and its Committees will be reported to the Trust Board, both verbally and through the provision of approved minutes and action tables. All minutes are made available to Folio Headteachers, Chairs of LABs and other Local Advisors. Minutes will have two sections; Part A which will be circulated to all those involved in Governance through the online Google storage facility and also Part B which will be held confidentially.

## 7        Review

All Terms of References for the Trust Board, its Committees and the Local Advisory Board meetings will be reviewed annually and agreed at the end of each academic year as part of the Folio Governance Model in preparation for September.

## 8        Purpose

The Trust Board has a strategic oversight role and should add greatly to the effectiveness of the work of the Board and its Committees. The Board must ensure that the activities of the Board are coordinated, efficient and impactful. The following responsibilities outline the main functions of the Trust Board which are in line with Folio Scheme of Delegation.

## 9        Responsibilities (see Folio Scheme of Delegation for more detail)

➢ Set an overall measurable vision and mission for the Trust. What is our purpose? Where will we be in the next five years?

➢ The approval for new schools joining the Trust following proposals by the CEO and consultation with all Folio Headteachers.

➢ Approve all changes with regards the branding of Folio Education Trust.

➢ Trustees will engage in regular training to ensure they are able to support and challenge the work of the CEO, CFO and COO.

➢ Trustees will engage in regular training to ensure they are able to support and challenge the work of Folio Headteachers and LABs.

- The Trustees are responsible for ensuring that statutory health and safety requirements and safeguarding criteria are met across the Trust and that all Folio Schools have robust policy and procedures in place to address issues such as; critical incidents, lock down, evacuation, business continuity, educational visits and other matters linked to health & safety and safeguarding.
- Approve all statutory policy designated for Trust ownership. Delegate responsibility to approve all local policy and procedures to Local Advisory Boards (LABs) – see Trust Policy Compliance Scorecard for further information regarding the delegation and review of policy.
- Accountable for ensuring each individual Folio School fulfils its duty to react to and report all Freedom of Information (FoI) and Data Protection / GDPR statutory obligations. The Folio Director of Compliance and DP will support in all such cases.
- Approves annual Financial Budgets, Trust Levy and End of Financial Year Report. Clear principles of how a Trust Levy is calculated and evaluated must be communicated to all Folio Schools.
- Hold Executives (CEO / CFO / COO) to account on school improvement and all educational outcomes which are generated through a Shared Services model.
- Ensure all Folio School admissions arrangements are compliant and publicly consulted upon.
- Monitor Quality of Education metrics for all Folio Schools as agreed by the Trust Board.
- Receive an annual summary of Self Evaluation Form (SEF) from all Folio Schools.
- Receive termly School Development Plan (SDP) documents from all Folio Schools.
- Approve all annual performance related pay awards for staff through the Trust Remuneration Committee.
- Accountable for all HR compliance.
- Approve all HR policies. (e.g. Folio Pay Policy, Folio Appraisal Booklets, Disciplinary, Appraisal & Capability Policy, Staff Absence etc.)
- Appoint external Auditors.
- Trust Board will consider the annual audit findings and management reports for changes or improvements to financial procedures at all levels.

# Folio Financial Management and Audit Committee Terms of Reference

**1      Authority**

1.1     The Financial Management and Audit Committee (the **Committee**) is a committee of the Folio Education Trust Board (the **Trust Board**) from which it derives its authority and to which it regularly reports.

1.2     The Committee has delegated authority from the Trust Board in respect of the functions and powers set out in these terms of reference.  The Scheme of Delegation for the Trust and the Financial Scheme of Delegation should be referred to as appropriate for further guidance and clarification.

1.3     The Committee has authority to investigate any matter within its terms of reference and to obtain such information as it may require from any Folio Education Trust (the **Trust**) officer or employee.

**2      Membership**

2.1     The Committee shall have a minimum of five members, one of whom should be the Chief Executive Officer of the Trust. A majority of Committee members must be Trustees of the Trust Board (**Trustees**). At least three of the members should be trustees who are not also employees of the Trust.

2.2     The Chair of the Trust Board may attend as an additional member of the Committee from time to time and when in attendance shall be treated like any other member of the Committee for voting purposes.

2.3     Committee members will be selected by the Trust Board.

2.4     The Chair of the Committee will be appointed annually by the Trust Board at the last meeting of each academic year and must be a Trustee.  The Vice Chair will be appointed annually by the Committee.  The Chair of the Trust Board and any Trustee who is employed to work at the Trust shall not be eligible for appointment or election as Chair or Vice Chair.

2.5     When audit matters are discussed any member who is also an employee of the Trust will not participate as a member of the Committee.

**3      Quorum and Meeting Proceedings**

3.1     The quorum for a meeting of the Committee shall be any three members.  No vote on any matter shall be taken at a meeting of the Committee unless the majority of the Committee members present are Trustees.

3.2     Every matter to be decided at a meeting of the Committee shall be determined by a majority of the votes of the Committee members present and voting on the matter.  Where there is an equal division of votes the Chair shall have a casting vote.

3.3     In the absence of the Committee Chair the Vice Chair will lead the meeting.  In the absence of both the Committee Chair and Vice Chair, the remaining members present shall elect one of themselves to chair the meeting.

**4        Frequency of Meetings**

4.1     The Committee will meet at least four times per year including at least once every term.   The Committee may meet more frequently if needed.

4.2     The external auditor, the Chair of the Committee or any two Committee members may request that the Chair convenes a meeting by giving no less than 14 days prior notice.

**5        Attendance at Meetings**

5.1     Only Committee members have the right to attend Committee meetings.

5.2     The Chief Financial Officer, or his/her delegate if agreed with the Chair in advance, will be in attendance at all Committee meetings.   Headteacher attendance will be by invitation.

5.3     The Committee may invite attendance at meetings from persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

5.4     A register of attendance shall be kept for each Committee meeting and attendance will be reported in the Trust's Annual Report & Accounts.

5.5     Attendance by conference call is acceptable if agreed with the Chair in advance.

**6        Duties and Responsibilities**

The Trust Board has delegated the duties and responsibilities set out in 6.1 and 6.2 to the Committee.

**6.1     Finance Matters**

➢ Consider the Trust's budget and three year financial plan for each school and for the consolidated Trust and recommend to the Trust Board for approval
➢ Consider each of the school's indicative funding, notified annually by the Education Skills and Funding Agency (ESFA), Department for Education (DfE) and to assess its implications for the relevant school
➢ Consider the annual financial statements and recommend them to the Trust Board for approval
➢ Ensure that the Trust's strategic plans are reflected in the financial plans
➢ Consider requests for supplementary expenditure and make appropriate recommendations to the Trust Board
➢ Review the "Trust levy" agreed by the CFO following consultation with the schools and make recommendations to the Trust Board
➢ Monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for the relevant school, and with the financial regulations of the ESFA/DfE, drawing any matters of concern to the attention of the Trust Board
➢ Ensure that the Trust complies with all relevant Financial Regulations
➢ Ensure that the Trust meets the requirements of the ESFA funding agreement
➢ Monitor financial key performance indicators on behalf of the Trust Board
➢ Confirm that an asset recording system is in place, including an inventory and fixed asset register for each school

- Consider the annual Shared Services Evaluation Metrics Report each April which states the Value for Money achieved through the Trust Levy and the Shared Services Model. This will be presented by the Chief Operating Officer
- Review the contents of the Trust Scheme of Financial Delegation and Scheme of Delegation with regards financial management and to stay in line with the Financial Handbook for Academies
- Review the reserves policy at least annually.  Regularly review the actual, budget and plan reserves both at a Trust and individual school level for compliance with the reserves policy and make recommendations to the Trust Board as appropriate
- Monitor expenditure of all voluntary funds received and ensure that they are used for the purpose for which they were intended
- Monitor and review procedures to ensure that proper accounting records are maintained and that systems are in place to ensure complete, accurate and timely recording of income and expense items and payments to and from third parties.  Review to include consideration of banking arrangements
- Review procedures for ensuring value for money when making decisions
- Annual review of the policy for the letting Folio Trust properties and regular review of the income generated from such lettings
- Ensure that the Folio premises are inspected on an annual basis and that a planned and costed statement of priorities is prepared and reviewed
- Receive reports from the relevant Headteacher or Head of School on the management of assets including premises and their security as part of their Headteacher Executive Summary from their LAB Resources Meetings. This should raise any concerns that may require capital investment from the Trust
- Ensure that any wholly owned subsidiary is managed in the same way as any other part of the Trust and that adequate controls and systems are in place to ensure that proper accounts and records are kept and assets safeguarded
- Any other matters as directed by the Trust Board.

## 6.2    Audit Matters

The Committee is responsible for directing the Trust's programme of internal scrutiny and reporting to the Board on the adequacy of the Trust's financial and other controls and management of risks across the entire Trust (including constituent academies).  This oversight will include as a minimum, but will not be limited to:

- Annually agree a programme of work to deliver internal scrutiny that provides scrutiny across the year
- Review the risk register to inform the programme of work, ensuring checks are modified as appropriate each year
- Agree who will perform the work
- Consider reports at each meeting from those carrying out the work
- Consider progress in addressing recommendations.

The Committee shall also have the following audit related responsibilities:

- Consider outputs from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations
- Have access to the external auditor as well as those carrying out internal scrutiny, and consider their quality
- Review information submitted to the Department of Education and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital

grants) completed by the Trust and by constituent academies, to ensure that it is accurate and in compliance with funding criteria

➢ Recommend the appointment of the external auditor to the Trust Board, oversee the external audit timeline and process and consider any findings resulting from the external audit.

**7        Provisions for Urgent Approvals ("Chair's action")**

7.1      Where an urgent decision is required and cannot wait for the next Committee meeting, the Chair of the Committee may at his/her discretion:

➢ require a conference call with all Committee members, or
➢ jointly approve the matter with the Vice Chair, or if not available, another member of the Committee who is also a Trustee, or
➢ individually approve the matter.

7.2      All Chair's actions must be reported to the next meeting of the Committee.

**8        Reporting Procedures**

8.1      Within 14 days of each meeting the Committee will:

➢ produce and agree minutes of its meetings;
➢ produce an actions table outlining for each action, the owner and timeline for resolution.

8.2      Minutes and actions can be agreed by the Committee by email.

8.3      Minutes will be sent to the Trust Board for their next meeting.

8.4      The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.

**9        Independent Clerking Arrangements**

9.1      The Chief Executive Officer shall ensure that a Clerk is provided to take minutes at meetings of the Committee.

**10       Review of Terms of Reference**

10.1     The Committee shall conduct an annual review of these Terms of Reference at the first meeting of the financial year.  The outcome of this review shall be reported to the Trust Board together with any recommendations for change for Trust Board approval.

# Folio Remuneration Committee Terms of Reference

**1       Function and Membership of the Committee**

**1.1      Function**

The Trust Remuneration Committee is empowered to take decisions on behalf of the Folio Education Trust Board.

Its main functions are:

➢     to make decisions on behalf of Folio Education Trust following recommendations from Headteachers on the salaries of staff working in schools within the Trust and of Trust Staff.

➢     to delegate to the Local Advisory Board (LAB) within each school the task of monitoring and sampling the appraisal processes within each specific school which will inform 'Performance Related Pay' for the Teaching Staff. This process is supported by the Chief Executive Officer/Executive Headteacher.

➢     to delegate to the Local Advisory Board (LAB) within each school the task of monitoring and sampling the appraisal processes within each specific school for Non-Teaching Staff. This process is supported by the Chief Executive Officer/Executive Headteacher.

➢     to commission an external moderator (Chief Executive Officer/Executive Headteacher) who will assist in the task of monitoring and sampling the appraisal processes within each of the schools within the Trust which will inform 'Performance related pay' for the Teaching Staff.

➢     to delegate to the Local Advisory Board (LAB) within each school the task of monitoring and sampling the appraisal processes within each specific Academy with regards Non-Teaching Staff.

➢     N.B. - Non-Teaching Staff are not subject to Performance Related Pay but are still part of the appraisal process which guides their professional development and holds them to account. Their job descriptions are used to assess performance and development needs.

➢     to allocate Recruitment and Retention payments where necessary to School/Trust staff on behalf of the Folio Education Trust Board or Headteachers.

➢     to allocate Honorarium payments where necessary to school/Trust staff on behalf of the Folio Education Trust Board or Headteachers.

➢     to delegate to Heads of School or Headteachers the ability to allocate Honorariums, Recruitment and Retention payments where necessary to school staff. This must be done in discussion with the Executive Headteacher or Chief Executive Officer.

➢     to ensure that proceedings follow the Trust's Appraisal and Capability and Pay Policies.

➢ to recommend changes in policy and procedure in relation to staffing pay structure (e.g. Leadership Scales, TLRs etc.) to the Folio Education Trust Board.

➢ to recommend changes to staffing pay structures in schools following benchmarking and collaborative working to ensure equality across the Trust.

### 1.1.1 Membership and Quoracy

1.2.1    The membership of the Trust Remuneration Committee is:

➢ the Chair of Folio Education Trust Board
➢ two other Trustees.
➢ The Chair of the Trust Board shall not Chair the Remco.
➢ the Executive Headteacher or Chief Executive Officer must be present and will act in an advisory capacity following consultation with School Headteachers/Heads of School except in relation to his or her pay.
➢ Headteachers or Heads of School for individual schools within the Trust can attend and may contribute in an advisory capacity except in relation to his or her pay.

1.2.2    The Trust Remuneration Committee is 'quorate' when three Trustees are present. This does not include the Chief Executive Officer or Executive Headteacher.

## 2   Areas of Responsibility

### 2.1    Trustees

The Trustees in the Remuneration Committee have the following main areas of responsibility:

➢ to make decisions within the Trust's Appraisal and Capability and Pay Policy which are determined by the Folio Education Trust Board.
➢ to operate the Trust's Appraisal and Capability and Pay Policy in such a way as to achieve the aims of those policies as far as possible in each of the academies within the Trust.
➢ to defer to the Folio Education Trust Financial Management Committee the task of carrying out an annual review in the Spring Term of staffing pay structure within the Trust and the individual Schools.
➢ to confidentially minute the reasons for decisions within the Trust Remuneration Committee and report these to the Folio Education Trust Board.
➢ to advise the Folio Education Trust Board when the Trust's Appraisal and Capability and Pay Policy needs to be revised.
➢ for the Chair of the Trust Remuneration Committee to recommend to the Folio Education Trust Board when it is necessary to write to the Executive Headteacher or Chief Executive Officer, the Chief Finance Officer, and the Chief Operating Officer in relation to his or her pay awards.

**2.2    The Lead Advisor for Leadership and Management Within each Specific School Local Advisory Board:**

➢    to meet with the Head of School or Headteacher to sample and monitor evidence within appraisal booklets during the mid-cycle review.

➢    to meet with the external moderator (Chief Executive Officer or Executive Headteacher) commissioned by the Trust and the Head of School or Headteacher when sampling and monitoring evidence within appraisal booklets at the end of year review.

Delegation is as follows:

2.3    Chief Executive Officer

➢    to ensure each school has its own Appraisal Booklets for Teaching and Non-Teaching Staff which are in line with the local context of the school and in line with the Trusts Appraisal and Capability Policy.

➢    to support Headteachers and Heads of School in each individual school within the Trust ensuring the Appraisal and Capability processes are followed fairly and accurately so to help motivate staff and raise standards within each of the schools within the Trust.

➢    to work with Headteachers and Heads of School to provide evidence where required of staff performance detailed in Appraisal Booklets.

➢    to advise the Trust Remuneration Committee of matters relating to pay and the full financial implications for the Trust of any retention pay awards.

➢    to inform each member of staff, in writing of the decisions of the Committee regarding their pay. Letters should be signed by both the Executive Headteacher or Chief Executive Officer and the Head of School or Headteacher.

➢    to present evidence to the Trust Remuneration Committee for all Headteachers and Heads of School as part of their performance management against agreed performance objectives.

➢    to present evidence for his or her own performance in relation to performance related objectives which are to be set by the Folio Education Trust Board.

2.4    Headteachers or Heads of School

➢    to adhere to the use of Folio Appraisal Booklets as agreed by the Chief Executive Officer, Executive Headteacher and Folio Headteachers.

➢    to ensure Appraisal and Capability processes are followed fairly and accurately within the school they are responsible for.

➢    to motivate all staff within the school which they represent with regards Appraisal, Capability and Performance Related Pay (Performance Related Pay is only relevant for Teaching Staff).

➢    to ensure systems and procedures allow all staff to provide evidence of staff performance within Appraisal Booklets.

➢    to work with the Senior Line Managers within the individual schools on matters relating to Appraisal, Capability and Performance Related Pay.

2.5     Senior Line Managers

➢     to take full responsibility for raising concerns following the mid-cycle review for staff who are failing to collate evidence to demonstrate progress against agreed objectives and performance criteria. To notify the Head of School or the Headteacher in writing with clear guidance on how specific members of staff need to improve. This must include concerns and ways to address these.

➢     to take full responsibility for making recommendations to the Head of School or Headteacher based upon targeted evidence for pay awards. This evidence must be comprehensive and meet the expectations set out in the objectives and performance criteria agreed at the beginning of the cycle.

**Suggested Timeline for Activities in Relation to Appraisal within a Specific School:**

**Objective Setting:**

July -          Draft Appraisal Objectives agreed in principal between staff and Senior Line Managers following self-evaluation and creation of School Development Plan (SDP).

September -    Final Appraisal Objectives agreed following publication of examination results.
               Teaching Staff paid on the Upper Pay Scale must create UPS Pledges in respect of their 'wider responsibilities'.

October -      A sample of Appraisal Objectives is moderated by the Lead Advisor for Leadership and Management within the Local Advisory Board (LAB) the Head of School or Headteacher and an external moderator (Chief Executive Officer or Executive Headteacher) commissioned by Folio Education Trust.

November -     An executive summary of Appraisal Objectives set within the specific school is sent to the Folio Education Trust Remuneration Committee for approval. This must include a document summarising all UPS Pledges and the number of staff paid on the Upper Pay Scale (UPS).

November -     The Folio Headteacher and Chief Executive Officer writes to all staff within the Trust thanking them in advance for their hard work during the following academic year and for the challenging and meaningful Appraisal Objectives that have been set for the year ahead.

**Mid-cycle Review:**

January -      The Lead Advisor for Leadership and Management within the Local Advisory Board (LAB) and the Head of School or Headteacher meet to sample and monitor Appraisal Booklets and the evidence of progress towards Appraisal Objectives.

               The Executive Headteacher or Chief Executive Officer is advised in writing by the Head of School or the Headteacher about any staff who are exceeding their objectives and who warrant commendation.

               The Executive Headteacher or Chief Executive Officer is advised in writing by the Head of School or the Headteacher about any staff who are failing to meet their appraisal objectives. There must be a clear outline of the concerns raised and strategies to improve.

February -    The Executive Headteacher or Chief Executive Officer writes to and has face to face meetings with staff who are exceeding their objectives or who are failing to meet expectations. The meeting is conducted with the Head of School or Headteacher.

**End of Cycle Review**

June/July -   All staff are expected to complete their Appraisal Booklets as far as possible in the absence of public examination results.

Senior Line Managers update the Head of School or Headteacher with news of staff that are now failing or who are continuing to fail to meet expectations within their Appraisal Booklets. Names are given to the Executive Headteacher or Chief Executive Officer with concerns and strategies to improve in writing.

The Folio Headteacher and Chief Executive Officer write to staff who are of a concern making it clear expectations of progress required to have a successful appraisal cycle.

Summer -     Public examination results analysed and evidence added to Appraisal Booklets.
(Primary Accountability Measures available in June/July)
(Secondary Accountability Measures available in August)

October -    All staff to have completed their Appraisal Booklets.

October -    A sample of Appraisal Booklets is moderated by the Lead Advisor for Leadership and Management within the Local Advisory Board (LAB) the Head of School or Headteacher and an external moderator (Chief Executive Officer or Executive Headteacher) commissioned by Folio Education Trust. Specific attention is paid to the following:

Staff who are of a concern following mid-cycle and June/July Reviews.
Teaching Staff making UPS Pledges.
Staff taking up a new position or leadership positions within a school.

November -   An executive summary of progress within Appraisal Booklets within the specific school is sent to the Folio Education Trust Remuneration Committee by the Head of School or Headteacher for approval. This must include a document summarising all UPS Pledges achieved.

The Executive Headteacher or Chief Executive Officer, Head of School or Headteacher for each individual school meets with the Folio Education Trust Remuneration Committee to recommend approval of pay awards for the following academic year.

November -   The Folio Headteacher and Chief Executive Officer writes to the appropriate staff within the Trust thanking them for their hard work and for meeting the challenges that they set themselves at the beginning of the academic year.

The Folio Headteacher and Chief Executive Officer writes to the appropriate staff to confirm their pay awards for the following academic year.

For those staff who fail to meet expectations, the Folio Headteacher and Chief Executive Officer write to and meet with those members of staff presenting their concerns about the lack of progress towards appraisal objectives. Specific concerns are clearly outlined and a support programme is initiated as part of the ongoing appraisal cycle and as part of an informal process.

# Local Advisory Board 'LAB Standards' Committee Terms of Reference

**1      Function and Membership of the Committee**

**1.1      Function**

1.1.1    The main functions of the LAB Standards Committee are:

- ➢    to monitor the 'Quality of Education' in the school which must include the 'Intent', 'Implementation' and 'Impact' of the school curriculum.
- ➢    to monitor the Outcomes for Pupils to include the specific analysis of vulnerable and disadvantaged groups.
- ➢    to monitor the 'Self Evaluation Form' (SEF Summary) and Schools Development Plan (SDP) as part of the Leadership and Management of the school.

**1.2      Membership and Quoracy**

1.2.1    The membership of the LAB Standards Committee is:

- ➢    the Chair of the LAB
- ➢    all other Advisors
- ➢    The Head of School/Headteacher and/or delegated persons from the school Senior Leadership Team (SLT)

1.2.2    The LAB Standards Committee is 'quorate' when three Local Advisors are present. This does not include the Headteacher or any other Staff Advisors.

**2      Areas of Responsibility**

**2.1      Advisors**

2.1.1    The main areas of responsibility for Advisors sitting on the LAB Standards are as follows:

- ➢    to analyse both internal and external data concerning the 'Outcomes of Pupils' and to make pertinent challenges when appropriate; (Lead Advisor for Quality of Education)
- ➢    to analyse data linked to all disadvantaged pupil groups (e.g. SEND, PP, LAC, EAL etc.) and to make pertinent challenges when appropriate to challenge expected levels of academic progress; (Lead Advisor for SEND and other Disadvantaged Pupils)
- ➢    to analyse evidence provided by the school regarding the 'Quality of Education' and to make pertinent challenges when appropriate; (Lead Advisor for Quality of Education)
- ➢    to evaluate the 'Intent', 'Implementation' and 'Impact' of the school curriculum.
- ➢    to evaluate 'Leadership and Management' in raising standards through a continual cycle of Self Evaluation (SEF) and School Development (SDP) to make pertinent challenges when appropriate; (Lead Advisor for Leadership and Management)

**2.2 Headteacher and/or delegated persons:**

- ➢ to provide the Advisors sitting on the LAB Standards Committee with the information, guidance and opportunities for training to allow them to effectively analyse and evaluate school data and therefore fulfil their role in supporting and challenging the school on behalf of Folio Education Trust Board.
- ➢ to provide information to the LAB Standards in the form of a Headteacher Executive Summary Report three times a year which indicates performance against an agreed set of Trust-wide Key Performance Indicators (KPIs).
- ➢ To provide an additional narrative as part of a Headteacher Executive Summary Report three times a year to explain any incidents, patterns or trends that occur during the academic year.

# Local Advisory Board 'LAB Resources' Committee Terms of Reference

## 1 Function and Membership of the Committee

### 1.1 Function

1.1.1 The main functions of the LAB Resources Committee are:

- ➢ to challenge and support financial matters, with regards the Trust Shared Services Levy and delegated funding, by identifying and monitoring agreed Financial Risk Variables.
- ➢ to challenge and support Staffing and Curriculum matters as approved by Folio Education Trust.
- ➢ to challenge and support Health and Safety matters within the school which includes Educational Visits.
- ➢ to challenge and support Personal Development and Behaviour and Attitudes within the school.
- ➢ to challenge and support the provision for children with SEND, who receive Pupil Premium or who are identified by the school as disadvantaged.
- ➢ to challenge and support the Leadership and Management of Child Protection and Safeguarding procedures within the school.

### 1.2 Membership and Quoracy

1.2.1 The Membership of the LAB Resources Committee is:

- ➢ the Chair for the LAB
- ➢ all other Advisors
- ➢ The Headteacher and/or delegated persons from the School Senior Leadership Team (SLT)
- ➢ The Trust Financial Officer for the School (non-voting member)

1.2.2   The LAB Resources Committee is 'quorate' when three Local Advisors are present. This does not include the Headteacher or any other Staff Advisors.

## 2       Areas of Responsibility

### 2.1     Advisors

2.1.1   The main areas of responsibility for Advisors sitting on the LAB Resources are as follows:

➢ to analyse financial risk variables and to provide evidence of monitoring to Folio Education Trust Board (Lead Advisor for Finance).
➢ to give virement approval in line with the Folio Education Trust Financial Scheme of Delegation Policy (Lead Advisor for Finance).
➢ to financially delegate to the Headteacher or Head of School and other major budget holders (Lead Advisor for Finance).
➢ to secure outstanding Value for Money in line with the Financial Delegation Policy for Folio Education Trust (Lead Advisor for Finance).
➢ to oversee premises maintenance within the School (Lead Advisor for Health and Safety).
➢ to respond to an annual Health and Safety audit for the School (Lead Advisor for Health and Safety).
➢ to oversee the procedures and standards within Education Visits (Lead Advisor for Health and Safety).
➢ to ensure the Personal Development and positive Behaviour and Attitudes of all students within the school (Lead Advisor for Personal Development / Behaviour and Attitudes).
➢ to ensure the Personal Development, Conduct and Welfare of all staff within the school (Lead Advisor for Personal Development).
➢ to ensure provision for children with SEND, who receive Pupil Premium or who are identified by the school as Disadvantaged is outstanding (Lead Advisor for SEND and other Disadvantaged Pupils).
➢ to ensure all matters linked to Child Protection and Safeguarding are of the highest standard (Lead Advisor for Leadership and Management).

### 2.2     The Lead Advisor Responsible for Financial Management

➢ to undertake the analysis and monitoring of financial risk variables on a termly basis working closely with the Headteacher and the Chief Finance Officer for the Trust.
➢ to work closely with the Chief Operating Officer for the Trust on evaluating the value for money generated through economies of scale.
➢ to work closely with the Chief Finance Officer on the development of the school Budget and Trust Levy.
➢ to work closely with the Chief Finance Officer when analysing monthly management accounts and the performance of the school against the agreed budget.
➢ to report to the LAB Resources Committee when required.

**2.3    The Lead Advisor responsible for Personal Development and Behaviour and Attitudes**

➢    to undertake the analysis and monitoring of key performance indicators on a termly basis working closely with the Senior Teacher responsible for Personal Development and Behaviour and Attitudes.

➢    to report to the LAB Resources Committee when required

**2.4    The Lead Advisor responsible for Educational Visits and Health and Safety**

➢    to undertake the analysis and monitoring of Educational Visits procedures and Health and Safety on a termly basis working closely with the Educational Visits Coordinator (EVC) and the School Premises Manager.

➢    to report to the LAB Resources Committee when required

**2.5    The Lead Advisor responsible for Leadership and Management**

➢    to evaluate the quality of Child Protection and Safeguarding within the school.

➢    to report to the LAB Resources Committee when required.

**2.6    Headteacher and/or delegated persons:**

➢    to provide the Advisors sitting on the LAB Resources with the information, guidance and opportunities for training to allow them to effectively analyse and evaluate school data and therefore fulfil their role in supporting and challenging the school on behalf of Folio Education Trust Board.

➢    to provide information to the LAB Resources in the form of a Headteacher Executive Summary Report three times a year which indicates performance against an agreed set of Trust-wide Key Performance Indicators (KPIs).

➢    To provide an additional narrative as part of a Headteacher Executive Summary Report three times a year to explain any incidents, patterns or trends that occur during the academic year.

## 2.6 Folio Governance Skills Audit Tool:

Folio Education Trust uses the support of the National Governors' Association (NGA) which is an independent organisation for school governors and trustees. Part of this support includes using their Skills Audit Tools.

The following Skills Audit is used to recruit future Trustees who sit on Folio Trust Board and for co-opting or electing Local Advisors on Local Advisory Boards in each Folio school. It is also used to identify training needs and to ensure succession planning.

# Folio Governance Skills Audit

## How to use it

To take account of differing roles with Local Advisory Boards (LABs) and Multi Academy Trust (MAT) the NGA has developed two separate models. This model is to be used by Advisors and Trustees.

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the Advisors Trustees around the table.

This exercise is designed to enable all members of the governing board to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for School and Trust leaders.

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.

| Knowledge, experience,  skills and behaviours | Level of knowledge or skills/behaviour: rate on scale of<br>No (1) → → → Yes (5) | | | | |
|---|---|---|---|---|---|
| | | | | | |
| **1.         Strategic leadership** | | | | | |
| I am committed to improving education and welfare for all pupils. | | | | | |
| I understand current national education policy and the local education context. | | | | | |
| I have previous experience of being a board member in another sector or a governor/trustee in another school. | | | | | |
| I have experience of chairing a board/governing board or committee. | | | | | |
| I am committed to the Trust or school's vision and ethos. | | | | | |
| I have experience of strategic planning and applying this to set and preserve the culture of the organisation. | | | | | |
| I am able to question and challenge, working as part of a team to identify viable options through collective decision making. | | | | | |
| I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity. | | | | | |
| I am confident I can identify when to seek independent/professional advice. | | | | | |
| I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils. | | | | | |
| I have experience of promoting community cohesion. | | | | | |
| I am proficient in prioritising, assessing and mitigating risk. | | | | | |
| I have experience of school sector risk management, including managing conflict of interests/loyalty. | | | | | |
| **2. Accountability** | | | | | |
| I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement. | | | | | |
| I have experience of curriculum development, school assessment and progress/attainment. | | | | | |
| I have experience of working with leaders to establish expectations for improvement and outcomes. | | | | | |
| I have experience of agreeing the range and format of information and data needed in order to hold leaders to account. | | | | | |
| I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety. | | | | | |
| I understand the board's duties in relation to safeguarding including Prevent. | | | | | |
| I have an understanding of special education needs and disabilities (SEND). | | | | | |
| I have financial management expertise including funding allocation/budget monitoring, and contributing to financial self-evaluation and efficiency drives. | | | | | |
| I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities. | | | | | |
| I have experience of procurement/purchasing. | | | | | |
| I have experience of property and estate-management. | | | | | |

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|---|---|---|---|---|---|
| I have experience of HR policy and processes including employment legislation, recruitment, performance management and pay. | | | | | |
| I have experience of school sector HR policy and processes. | | | | | |
| I have experience of change management (overseeing a merger or an organisational restructure). | | | | | |
| I have experience of preparing for and responding to external oversight. | | | | | |
| I have experience of inspection and oversight in the school sector. | | | | | |
| **3. People** | | | | | |
| I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a school local advisor. | | | | | |
| I'm a strong communicator and experienced in building strong collaborative relationships. | | | | | |
| I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus. | | | | | |
| I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement. | | | | | |
| I am committed to equal opportunities and the promotion of diversity. | | | | | |
| I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice. | | | | | |
| **4. Structures** | | | | | |
| I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders. | | | | | |
| I have experience of reviewing governance structures. | | | | | |
| **5. Compliance** | | | | | |
| I have experience of complying with legal, regulatory and financial frameworks and statutory guidance. | | | | | |
| I understand and accept the legal duties, responsibilities and liabilities of a Local Advisor or Trustee. | | | | | |
| Governing boards are responsible for ensuring the school/Trust comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities. | | | | | |
| I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues. | | | | | |
| I am able to speak up when concerned about non-compliance. | | | | | |
| **6. Evaluation** | | | | | |
| I am aware of my own strengths and weaknesses and committed to personal development. | | | | | |
| I have experience evaluating board decisions and am willing to contribute to board self-review. | | | | | |

Please describe here what your employment role, responsibility and experience is. This could refer to current or previous experience. This information will be used on school and Trust websites to communicate the identity of those involved in school and Trust Governance.
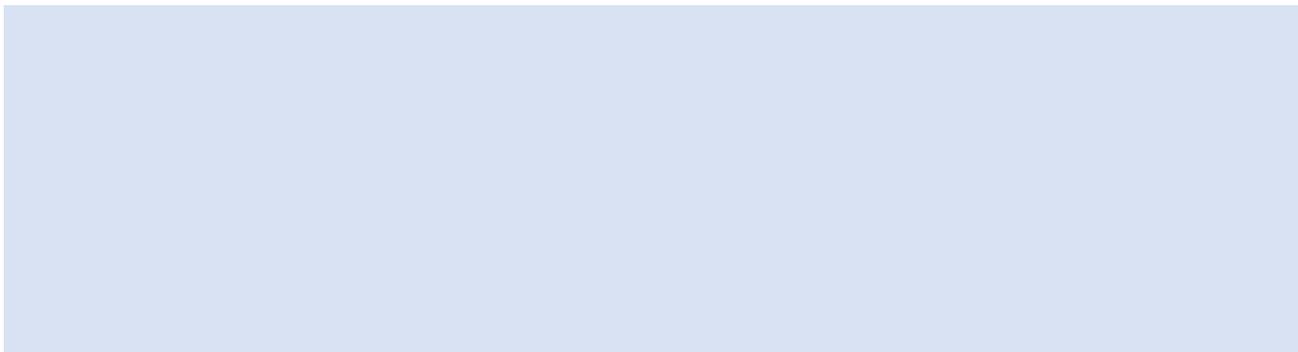
## Existing Local Advisors/Trustees only

What contribution do you feel you have made to the Local Advisory Board (LAB) or Trust Board over the past year?

Please give brief details of courses you have undertaken in the past year - include governor/Trustee training, work based training/development and/or any other development/training activities. Training within your own industry is relevant.
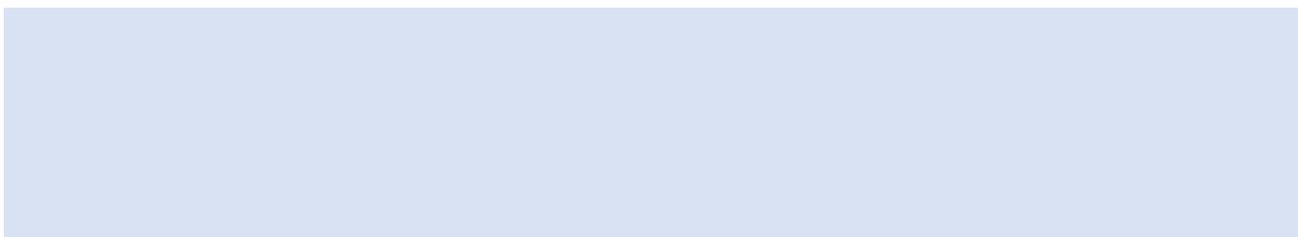
Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

Thank you for completing this annual Governance Skills Audit.

# 3.0 Folio Trustees and Local Advisor Person Specification:

It is essential that any volunteer who wishes to support and challenge a school within Folio Education Trust models the expected characteristics of outstanding governance. These are outlined through seven Principles of Public Life otherwise known as the 'Nolan Principles'.

**1. Selflessness**

Holders of public office should act solely in terms of the public interest.

**2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**6. Honesty**

Holders of public office should be truthful.

**7. Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

**Other expectations and responsibilities:**

*Attendance*: In addition to the Nolan Principles, all Lead Advisors must be aware that they are expected to fully commit to attending all LAB Meetings, all Lead Advisor Visits and the annual Governance Day which is held in the Spring Term at each school within the Trust.

*Critical Friend*: When in meetings or during visits, Lead Advisors must be fully present and must fully engage in evaluating school life through support and challenge. They should refrain from criticising

operational procedures unless they can be linked to the strategic vision of the school. The model of a 'critical friend' is the best way to describe the relationship between a Lead Advisor and the school.

***Record of Targeted Challenge***: When a Lead Advisor visits the school they must record the key questions of challenge that they ask and ensure that senior staff are able to offer precise evidence based responses. At the very least an 'A4 one sider' needs to record the visit and the level of challenge. This should be recorded by the school as outstanding governance and noted in the minutes at the next LAB Resources/Standards meeting.

***Reviewing Policy***: Policy needs to be reviewed by Local Advisors so that the model of governance can be more efficient. There will be an annual cycle of policy review set by the Trust's Director of Compliance and Data Protection which needs to be followed by the school. The senior member of staff responsible for evaluating and writing the policy will engage with the appropriate Lead Advisor to ensure policy is accurate and fit for purpose.

## 4.0 Folio Lead Advisor Job Descriptions and Challenging Questions:

In addition to the following Job Description an excellent source of information for Local Advisors and Trustees is available from the Wellcome Trust.

*The Wellcome Trust* - http://www.questionsforgovernors.co.uk/

## 4.1 Quality of Education (Curriculum 'intent' and 'impact')

*What areas of evaluation am I responsible for?*

➤ How well the curriculum 'intent', 'implementation' delivers outstanding 'impact'.

➤ How well all pupils achieve. Do they make expected or do they exceed academic progress for their age.

➤ How well all pupils attain relevant qualifications or standards so they can progress to the next stage of their education.

➤ How well pupils develop the required attributes and characteristics necessary for the next stage of their life.

*What key questions must I ask of school leaders?*

N.B – Questions are in no particular order and are generic for use across primary and secondary schools.

➤ What is the school's Curriculum 'intent'?

➤ How is the school Curriculum 'implemented'?

➤ How does 'attainment' at this school compare to national averages and the government's floor standards?

➤ How does 'achievement' at this school (attainment + progress) compare to national averages and the government's floor standards?

➤ What, if any, impact does the context of our school have on pupil achievement?

➤ How does the school's performance compare to those for other similar schools?

- How is the school performing in English and Maths?

- Which groups of pupils (gender and ethnicity) are the highest and lowest performing?

- How are groups of pupils (FSM, CLA, SEN and EAL) progressing compared with other pupils in the school and with pupils in similar groups in other schools?

- How are low, middle and high ability children progressing and attaining?

- Which subjects or curriculum areas are the highest and lowest performing areas?

- How has data indicating the outcomes of pupils been changing over the last three years?

- Does the most recent Headteacher's Executive Summary Report give a clear indication of progress towards meeting relevant SDP objectives linked to Quality of Education?

- Does the Key Performance Indicator (KPI) front page of the School Development Plan (SDP) show that there is a clear indication that pupils are meeting expectations?

- What are the strengths and areas to develop for this school in relation to Quality of Education?

- How do we know that the data we use to evaluate the quality of education is robust and accurate?

- What strategies are in place to address areas of concern with regards the outcomes for pupils?

- Why is progress in some subject areas, year groups or curriculum areas better than others in the school?

- What is being done to raise performance specifically in those areas which are under-achieving?

- What moderation and analysis is there to ensure that assessment systems are robust and accurate measures of pupil progress?

- How do the outcomes for pupils triangulate with progress over time shown in pupil work books and the quality of teaching, learning and assessment in specific subject or curriculum areas?

- Why are some groups of pupils (gender, ethnicity, EAL, SEN, LAC, FSM, PP, More/Less Able) progressing less well than in other schools?

- What is being done to ensure disadvantaged pupils progress as well as other children?

- Who in the school has the responsibility for monitoring the effectiveness of targeted interventions with specific individuals or groups of students?

- How are we learning from other schools with regards improving outcomes for pupils?

- What data does the school have about the destinations of pupils when they leave the school?

- What use does the school make of data which indicates the destinations of pupils when they leave the school?

## 4.2 Quality of Education (Curriculum 'implementation')

*What areas of evaluation am I responsible for?*

- How well all staff have consistently high expectations of what each child or learner can achieve. This must include the most able and the most disadvantaged.

- How well all staff have a secure understanding of the age group they are working with and how they have relevant subject knowledge that is detailed and communicated well to children and learners.

- How well is assessment information gathered and used to plan appropriate teaching strategies.

- How well assessment information identifies children and learners who are falling behind in their learning or who need additional support. Assessment data must enable children and learners to make good progress and achieve well.
- How well learners understand how to improve their work as a result of useful feedback from staff.
- How well the school engages with parents and carers so they understand how their child can improve.
- How well the school promotes equality of opportunity through teaching and learning.
- How well teaching and learning within the school promotes how to function as an economically active member of British Society.

*What key questions must I ask of school leaders?*

- What evidence of teaching and learning strategies does the school have towards targeted differentiation 'by task'?
- How are the teaching staff encouraged to be more innovative?
- What moderation and analysis is there to ensure that assessment systems are robust and accurate measures of pupil progress?
- Do you have a record that all staff received training on how to make best use of our assessment system?
- Do you know that all teaching staff use the assessment processes within the school and within curriculum or subject areas consistently?
- What evidence do you have of moderation across schools to ensure assessment is an accurate measure of pupil progress?
- Has the school communicated with parents and carers with regards the school's approach to Teaching, Learning and Assessment?
- When was the last time that the school's Curriculum Policy was reviewed and updated?
- How do teachers provide feedback to pupils?
- What monitoring evidence is there that feedback on progress is consistent across the school?
- What feedback does the school have from parents and carers with regards the quality of teaching, learning and assessment? (Parent Voice Surveys)
- What methodology does the school employ for setting individual academic targets?
- What additional teaching, learning and assessment strategies are in place for those pupils who are not meet expected progress? What evidence is there that this action is having an impact?
- What teaching and learning strategies are in place to ensure the most able are being stretched to move beyond expected progress? What evidence is there that this action is having an impact?
- Is there a direct correlation between appraisal performance related pay, the quality of teaching and learning and pupil outcomes?
- What percentage of teaching is evaluated as 'good' and 'outstanding'?
- What is being done to address the amount of teaching which 'requires improvement' or which is 'inadequate'?
- What evidence base is there that teaching and learning strategies are embedded within the school?
- Is the school delivering on the new Health Education Curriculum?
- Does the school offer a broad range of qualifications to suit the needs of more able and less able pupils?

## 4.3 Personal Development

➢ How well the school develops young people who are self-confident, self-aware and able to become successful learners ready for the next stage of their education, employment or training.

➢ How well the school keeps children safe from relevant risks including abuse, sexual exploitation and extremism. This includes being safe online (Safeguarding and Child Protection Procedures).

➢ How well the school ensures all young people and staff keep themselves healthy, both emotionally and physically.

➢ How well the school develop and deepen pupils understanding of British Values.

*What key questions must I ask of school leaders?*

➢ What evidence is there that all staff (including non-teaching staff) are attending and evaluating Continuing Professional Development (CPD)? Does the CPD offer direct people to contribute towards the School Development Plan (SDP) including personal development objectives?

➢ What is staff turnover like? Are staff being promoted to more senior positions if they are leaving the school?

➢ What evidence is there that the school conducts and acts upon information shared in 'exit interviews' with staff who are leaving the school?

➢ Do all staff working within the school feel trusted and valued? (Annual Staff Voice Surveys must be completed and acted upon)

➢ What evidence is there that the school is supporting and directing school improvement in other institutions? Quantify evidence of impact from working with and collaborating with other schools.

➢ How is external support used to support the personal development of staff and pupils? (Counselling, Educational Welfare Officers EWO's, Educational Psychologists, Reflexologists etc.)

➢ Does the school offer all pupils the opportunity to participate in Health Related Fitness (HRF) which ensures they are educated to move with balance and coordination to the best of their ability and participate in competitive sport?

➢ Are there any specific groups of pupils who are not taking opportunities to engage in extra-curricular activities? What is the school doing to close this gap?

➢ Does the school provide opportunities for all pupils and staff to engage in enrichment activities such as healthy eating, debating, the creative and performing arts, health related fitness and competitive sport?

➢ Do all pupils benefit from extra-curricular activities? (Specific focus on vulnerable groups; FSM, PP, LAC etc. to ensure barriers such as finances are removed).

➢ How does the school measure the impact of extra-curricular activities on pupils? (Health Related Fitness, Academic Progress, Positive Mind-set etc.).

➢ Is there any wider involvement in extra-curricular activities from parents, carers and local residents?

- What are the outcomes and adjustments in school life following annual surveys and consultation of Pupil Voice, Staff Voice and Parent Voice?

- What support does the school put in place for parents and carers to help their child learn when at school and at home? (Specific focus on vulnerable groups; FSM, PP, LAC etc.)

- Does the school actively promote British Values as defined within the Government's Prevent Strategy within all aspects of school life and governance? (The school should have a simple strategy for doing this).

- What is the school's simple road map of providing all pupils and staff with outstanding 'Spiritual, Moral, Social and Cultural' (SMSC) education. (The school should have a simple strategy for sign-posting where this can be evidenced).

- How does the school develop and deepen pupils understanding of the fundamental British Values of democracy, individual liberty, the rule of law and mutual respect?

- Do pupils reflect wisely, learn eagerly, behave with integrity and cooperate consistently with others?

- How are pupils helped to recognise the risks of things such as sexual exploitation, substance misuse, gang activity, radicalism and extremism?

- How are pupils supported to recognise the dangers of inappropriate use of mobile technology and social media?

- Do pupils keep physically healthy at school?

- Does the school have an effective careers programme which offer pupils careers advice, work experience, contact with potential employers getting them ready for the next phase of education, training or employment?

- How effective is the school's provision of spiritual, moral, social and cultural education?

- Do pupils recognise the difference between right and wrong?

- Is there a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities?

- Does the school follow successfully the new Relationships and Sex Education and Health Education Curriculum which will be statutory from September 2020?

## 4.4 Behaviour and Attitudes

*What areas of evaluation am I responsible for?*

- Understanding the contents and evaluating the school based upon the 'Exclusions Guidance' - https://www.gov.uk/government/publications/school-exclusion

- How well the school promotes a positive culture of high expectations, no excuses, no islands, lead learners and the importance of every child.

- How well the school ensures prompt and regular attendance of pupils and staff to maximise the opportunities to make expected progress and reach their personal best.
- How well the school creates, communicates and follows consistent principles of behaviour and conduct. This includes the way young people relate to adults.

*What key questions must I ask of school leaders?*

- What evidence is there that low attendance is avoided by accurate monitoring and targeted strategies ensuring that it does not have an impact on pupil outcomes?

- What groups of pupils have the poorest attendance and what is the school doing to rectify this? (Groups include; FSM, PP, LAC and other disadvantaged pupils).

- What is staff attendance like? Does the school have and follow a strict Staff Absence Policy?

- What evidence is there that the behaviour and conduct of pupils is outstanding within the school?

- How is good behaviour and participation rewarded within the school? Is this clearly communicated in policy and with stakeholders? (Staff, pupils, parents and carers).

- How is poor behaviour sanctioned within the school? Is this clearly communicated in policy and with stakeholders? (staff, pupils, parents and carers).

- Is there a clear Code of Conduct in place for staff and visitors to the school which includes parents and carers?

- What evidence is there that the school monitors that the behaviour policy is being applied consistently across the school?

- What is the school's narrative of a typical day in the life of a pupil? How does the school protect young people against the threat of bullying – verbal, physical, cyber, racial and homophobic etc?

- How is the school dealing with and evidencing Referrals to the Local Authority Designated Officer (LADO) or Multi Agency Safeguarding Hub (MASH) teams?

- Have staff been given specific training in dealing with aggressive pupils where restraint might be required?

- How many pupils have been excluded (fixed and/or permanently) in the last three years? Are there accurate records that the school has considered the pupils' vulnerability and protected characteristics before doing so?

- How many pupil managed moves have taken place in the last three years?

- How does the school encourage pupils to show mutual respect towards their peers and staff? This must include recognising 'protected characteristics'. (Likely to be supported by the school's Behaviour Principles).

- How does the school monitor the behaviour of pupils?

- What routines within the school promote a calm and orderly environment?

➢ What are the Key Performance Indicators (KPIs) for this area? (Attendance, exclusions etc.).

➢ How does the school encourage outstanding attendance and punctuality?

➢ Are consequences clearly defined and applied consistently and fairly by all staff?

➢ Do pupils feel safe in an environment where bullying, discrimination and peer-on-peer abuse online or offline are not accepted?

➢ Are all exclusions legal and justified?

➢ What is the school's strategy for re-integrating a pupil after a fixed term exclusion?

➢ Do pupils have a high level respect for each other and staff actively supporting others well-being?

## 4.5 Leadership and Management

*What areas of evaluation am I responsible for?*

➢ How well does the school engage in self-evaluation (SEF Summary)?

➢ How well does the school continually seek to set itself challenging KPIs and development objectives (SDP)?

➢ How well school leaders and managers demonstrate an ambitious vision, have high expectations for what all children and learners can achieve.

➢ How well school leaders and managers evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement.

➢ How well school leaders and managers actively promote equality and diversity, tackling bullying and discrimination and narrow any gaps in achievement between different age groups of children.

➢ How well school leaders and managers make sure that safeguarding arrangements to protect children meet all statutory and other government requirements preventing radicalisation and extremism.

➢ Do pupils feel safe at school?

*What key questions must I ask of school leaders?*

➢ Do internal assessments and the communication of progress data to parents tell them skills, values and personal qualities acquisition as well as progress through the curriculum?

➢ How could the curriculum be adapted to be made more exciting for children?

➢ Are the views of children taken into consideration when evaluating the curriculum?

➢ What makes this school different to others in the local area with regards the curriculum offer?

➢ What partnerships does the school have with other local schools, colleges and businesses to enhance the curriculum?

➢ When did the school last review with stakeholders its ethos and values?

- ➢ Are the school's values reflected in everything it does?

- ➢ Do students know and embrace the school values?

- ➢ How does the school ensure that students leave equipped for the next stage of life?

- ➢ Does the school have a vision for where it will be in the next 3 to 5 years?

- ➢ Is the school vision ambitious and achievable?

- ➢ Have the views of parents and staff been taken and acted upon when decided on the development and strategic direction of the school?

- ➢ Does the school use a clear set of Key Performance Indicators to measure its success?

- ➢ How effectively is the Headteacher's appraisal run?

- ➢ Are the School Development Plan objectives the key driver to the Headteacher's performance management?

- ➢ Does the Local Advisory Board (LAB) involve itself in the moderation and recommendation of performance related pay as part of the appraisal process?

- ➢ How effective are the school appraisal processes for Teaching and Non-Teaching Staff?

- ➢ Are the performance objectives for all Teaching and Non-Teaching Staff linked to whole school development priorities?

- ➢ What moderation is done of performance management booklets?

- ➢ How many staff failed to achieve their objectives last academic year?

- ➢ What additional support is being provided for those staff who are struggling to meet objectives?

- ➢ Are any staff subject to capability proceedings?

- ➢ Are appraisal and mid-year reviews used with all staff to discuss specific development needs?

- ➢ Are those staff who are paid on the Upper Pay Scale/Threshold Teachers asked to pledge an additional objective to aid wider school improvement?

- ➢ Are those staff on the Upper Pay Scale used as drivers for whole school improvement?

- ➢ How does the school communicate, educate and support parents and carers to engage with their child in issues such as 'social media', 'online grooming', 'sexual exploitation' and 'extremism'?

- ➢ How does the school secure details of and monitor cases of Child Protection?

- ➢ How are those who are involved in the governance of the school and all staff supported and trained to deal with the occurrence of concerns over Child Protection?

- ➢ How accurately does the school keep records of those adults who are involved in regular activities with children? (This is in reference to the school's secure, accurate and updated Single Central Record – SCR).

## 4.6 Financial Management (Questions to ask the Trust CFO)

*What areas of evaluation am I responsible for?*

- ➢ Working with the Folio Education Trust Finance team to adhere to the expectations of the Academies Financial Handbook.

- Supporting and challenging the school to monitor agreed Financial Risk Variables and Financial Key Performance Indicators during Lead Advisor visits.

- To evaluate that public money is well spent on resources within the school and that the school adheres to the Folio Education Trust Scheme of Financial Delegation.

- To work closely with the Headteacher and Folio Education Trust Finance team in setting the annual delegated budget for the school and the annual Trust Shared Services Levy.

- To monitor the money spent on staffing to ensure it is efficient and allows the school to deliver its curriculum.

*What key questions must I ask of school leaders?*

- How might the staffing structure change within the school to ensure financial efficiencies while maintaining outstanding pupil outcomes?

- Is the ratio of support staff (e.g. Teaching Assistants) right and does it create a financially efficient staffing model?

- Does the school employ an efficient line management structure to allow it to monitor and evaluate its core purpose?

- How effective is the school's pay structure and are professional pathways for staff career development possible?

- When was the last time the Trust reviewed its Pay Policy?

- Is it clear how appraisal and performance management are linked to pay?

- Does the pay policy allow the school to make decisions on how best to reward staff or recruit or retain staff?

- Is the school aware of the investment at each Key Stage? (e.g. EYFS or post-16)

- Are courses at Key Stage 4 and Key Stage 5 (GCSE and A Level / B Tec) financially efficient or are there too many loss leaders?

- Does the school adhere to the Trust Financial Scheme of Delegation?

- How can the school demonstrate that it employs its own checks and financial risk mitigation when raising and approving purchasing orders?

- Are the financial systems that the school employs efficient and do they suitably contribute to the Trust's financial audit trail?

- Do we have sound procedures in place for fraud detection?

- Does the school understand how its delegated budget is calculated by the Trust?

- Is the school clear about all other additional forms of income and how these are used effectively? (e.g. Pupil Premium, Sports Premium, PTFA Fund Raising, Charitable donations etc.)

- Have Pupil Premium Strategy and Sports Premium Statements been published on the school's website?

- Is the school clear on the large items of expenditure from within its delegated budget?

- How is the school monitoring its agreed Financial Risk Variables and Financial Key Performance Indicators?

- Is the school clear how the Trust Levy is calculated?

- Is the Trust Levy created by the Trust value for money?

- How often does the Local Advisory Board (LAB) Resources Committee receive a Financial Health Check from the Trust? (There should be a report at each meeting)

- How many Lead Advisor visits have occurred in the last 12 months to monitor the Financial Risk Variables and Financial Key Performance Indicators within the delegated budget?

- Is there sufficient information and support from the Trust to allow the Lead Advisor for Finance to carry out their role adequately?

- How does the school offer financial flexibility to its subject areas and departments allowing them to purchase the resources they need?

- What expectations and processes are placed upon Phase leaders, Subject Leaders etc to monitor small budgets and be held account for spending on Teaching and Learning Resources within their specific area?

- Do the Terms of Reference for the LAB Resources identify the need to support and challenge financial matters within the school?

- Does the school have a deficit and is there a clear plan of how this will be cleared?

- Does the school have any financial reserves and does this meet the agreed Reserves Policy?

- Can any school financial reserves be best used to improve teaching and learning within the school?

- Does the school have a three year financial projection so that it can strategically make changes to its staffing structure?

- Do three year financial projections take into account incremental salary increase, rising pension and National Insurance contributions and the cost of living increases?

- Does the Trust pay a London Living Wage to all staff?

- What avenues for income generation could the school be exploring?

- What financial benchmarking can the Trust provide to ensure the school is financially efficient and not over or under spending in certain areas?

- Does the school benefit from joint procurement as part of the Trust?

- Are the buildings and other assets in good condition and are they well used (work closely with Lead Advisor for Health and Safety)?

- Is there a systematic cycle of planning and review for the school building programme?

- How does the school receive or obtain Capital Funding for building development and improvements to the built environment?

- What funding applications are available with regards Capital Funding for new buildings as an Academy?

- Does the school have a financial investment plan for ICT systems and how does the Trust support this?

## 4.7 Health and Safety (Including Educational Visits)

*What areas of evaluation am I responsible for?*

- How well the school meets statutory Health and Safety guidance.

- How well planned, risk assessed and evaluated are Educational Visits.

- How well prepared is the school should there be a critical incident in the local area or reason to evacuate or lockdown the school's buildings.

- How safe the school environment is to allow it continue its core business.

- Are the buildings and other assets in good condition and are they well used (work closely with Lead Advisor for Finance)?
- Has the school identified all the obvious risks (including asbestos) associated with its buildings?
- Has the school got adequate levels of buildings and contents insurance?
- Has the school got adequate levels of public liability insurance?
- Has the school got insurance to cover all other activities such as Educational Visits?
- When was the last time the school monitored the way it disposes of; unwanted ICT equipment, batteries, broken furniture, chemicals and catering waste, recycling?
- What Estates Management support does the school receive from the Trust?
- When was the last time that the school reviewed its Business Continuity Plan, Fire Evacuation Procedures, Critical Incident Policy, Lockdown Procedures to ensure that all students, staff and visitors are safe at all times?
- Does the school meet statutory Health and Safety requirements and when was the last time it conducted a review or audit?
- How does the school ensure it keeps up to date with relevant health and safety regulations and guidance?
- Are all staff aware of the role of Lead Advisor for Health and Safety and what are the procedures for staff to raise the alarm if there are any emerging Health and Safety concerns?
- How are the outcomes of any Health and Safety audits or reviews communicated to the Local Advisory Board and the Trust?
- Are all staff aware of procedures for dealing with Health and Safety emergencies and how does the school know this (e.g. Lockdown or Fire Evacuation drills)
- Does the school have clear and proportionate procedures in place for planning, risk assessing and approving educational visits?

## 4.8 Special Educational Needs and Disability (SEND) and Disadvantaged Pupils

- Understanding the contents and evaluating the school based upon the 'SEN Code of Practice' - https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.
- Sharing the Trust's vision that opportunities for children who are disadvantaged, with special educational needs or disabilities are the same for all young people and that they will achieve well in their early years, at school and in college, and lead happy and fulfilled lives.
- Ensuring that children with SEND and who are disadvantaged receive the right support and reasonable adjustments to enable them to make expected levels of progress.
- Ensuring that children and parents or carers are fully involved in decisions about their support and what they want to achieve.

➢ What evidence of impact is there that pupils with Educational Health Care Plans (EHCPs) are meeting all of the requirements on their EHC?

➢ How much progress are pupils with e.g. SEND, EAL, FSM making in relation to;

a.) The expected level of progress.
b.) The national average.
c.) The school average.
d.) Similar children in similar schools.

➢ Has the school published its annual Pupil Premium Strategy on its website and is the money allocated for Pupil Premium identified clearly within the school's budget?

➢ Is Pupil Premium funding looked at separately to other funding for disadvantaged pupils such as those who have EHCPs?

➢ In determining the school strategy for spending the Pupil Premium have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?

➢ Does the school's Self Evaluation Form (SEF) and School Development Plan (SDP) clearly identify whether there are any issues and areas to develop linked to the support of children with SEND or who are disadvantaged?

➢ How does the school know it has a full list of all eligible pupils claiming FSM?

➢ Are staff aware of those children who are attract Pupil Premium support and therefore who may receive additional support and intervention?

➢ In what way are staff trained to support children with SEND and who are disadvantaged?

➢ What mechanisms are in place to evaluate whether school intervention strategies for disadvantaged children are working?

➢ Are the academic outcomes of all children in different year groups who are disadvantaged analysed by the school's MIS and how are these performance measure reported at Local Advisory Board meetings? Is a gap analysis performed?

➢ Does the school track attendance, punctuality and behaviour (particularly exclusions) of children who are disadvantaged and take any necessary action to close gaps if there is a notable difference between the data when compared with all children?

➢ Does the school track the level of participation in extra-curricular activities for those children who are disadvantaged? If gaps exist when compared to all children what is the school doing to close these gaps?

➢ Has the school collaborated with other schools on ways to improve targeted intervention with disadvantaged children?

## 4.9 Staff Advisor

Staff Advisors are elected by the staff of the school to represent them on the Local Advisory Board, and bring with them professional experience and knowledge of the educational landscape. They share the views and where, appropriate, the concerns of staff with the Local Advisory Board and act as a conduit between staff and the Local Advisory Board. Staff Advisors are not delegates and are not obliged to get voting instructions on matters to be decided, nor to vote in accordance with the staff body's views. It is, however, important

that Staff Advisors can give a fair and accurate representation of staff opinion on matters of importance, but that they vote according to their own conscience and with the well-being of the school foremost in mind. In all other respects, Staff Advisors have the same role as every other governor, i.e. together with other members of the Local Advisory Board, they;

➢ are responsible for supporting the Senior Leadership Team and the Local Advisory Board in setting the strategic management of the school
➢ oversee the school's aims, values and ethos
➢ promote high standards of educational attainment and challenge where improvements can be made
➢ set targets for pupil achievement
➢ ensure compliance with the national curriculum where appropriate
➢ take general responsibility for the conduct of the school
➢ support the Lead Advisor for Finance in evaluating the school's budget and Trust Service Levy
➢ participate in the appointment of the leadership group or other external senior staff appointments
➢ review the school code of conduct and discipline expectations for all staff.

Like other advisors, Staff Advisors do not have the power to take action on behalf of the Local Advisory Board unless they have been asked to do so by the Chair of the Local Advisory Board. An example of this would be helping to conduct a Staff Welfare Survey. Local Advisory Boards should keep confidential items to a minimum. However, all advisors need to bear in mind that indiscreet talk about what has been said at a governance meeting can cause problems, and care needs to be taken when reporting back to other members of staff on the outcome of meetings. In general, just like all advisors, Staff Advisors should make sure that they never discuss individual children or adults outside of meetings if they have gained information about them as a result of being a Staff Advisor.

The Folio Governance Model requires Parent and Co-opted Advisors to be 'Lead Advisors' in specific areas of school evaluation. Staff Advisors are not to act as Lead Advisors in any specific areas of school evaluation as this is a conflict of interests. They cannot evaluate their own work for which they are paid to do. It is also not acceptable that a Staff Advisor takes on the role of Chair of the Local Advisory Board or Vice Chair. The reason for this is again that there is a conflict of interests and a Staff Advisor cannot challenge or support their own work for which they are paid to carry out. An example of this would be that if they are paid to be the Site Supervisor and responsible for Health and Safety reviews, they cannot be a Lead Advisor responsible for evaluating, challenging and supporting Health and Safety within the school.

## 4.10 Parent Advisor

As a Parent Advisor you hold the unique position of having a parental viewpoint. Through your children you will have first-hand experience of the curriculum and how the school is perceived from the consumers' point of view. You will be able to bring this perspective to the strategic management of the school. A Parent Advisor must have:

➢ an interest in improving the futures of **_all_** children
➢ a desire to make a difference in the strategic development of the school
➢ a willingness to accept responsibility
➢ an ability to work in a team, ask questions, listen and learn

A Parent Advisor is a representative and not a delegate of parents. As a Parent Advisor you should not vote in a particular way because you have been pressed to do so by parents. Objectivity is essential. You are not there to promote the interests of your own children but all children. Parent Advisors are elected by other parents and it is important to establish a rapport with the parental body that elected you, whilst continuing to maintain a strategic approach to school governance.

An effective Parent Advisor will:

➢ offer support to the Headteacher and Leadership Team
➢ act as a critical friend (support and accountability)
➢ help to decide the priorities for improving the school
➢ make themselves available to parents and listen to other parents' opinions and take account of them as you contribute to advisors' decisions
➢ work in partnership with the Headteacher, Senior Leadership Team and cooperatively with other advisors to raise standards and improve outcomes for all children
➢ prepare for meetings by reading papers beforehand
➢ take responsibility for their own learning and development as an advisor including attending training
➢ attend all Local Advisor meetings and Governors Day promptly, regularly, and for the full amount of time
➢ promote the interests of the school in the wider community and attend school events when possible
➢ be loyal to the decisions made by the Local Advisory Board
➢ respect the confidentiality of the Local Advisory Board affairs
➢ never promise to 'solve a problem' on their own
➢ never press their own child's case at the expense of others
➢ declare an interest and withdraw from any meeting where they, a partner or close relative or associate stands to gain, or where they are so close to a matter discussed it is difficult to be impartial
➢ have regard to the broader responsibilities as an advisor within a public institution in regard to promoting accountability for the actions and performance of the Local Advisory Board
➢ act as a 'Lead Advisor' in a specific area of school evaluation (see Lead Advisor Job Descriptions).