



GOVERNOR HANDBOOK

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SECTION 1

GOVERNANCE QUICK START GUIDE

Welcome to governance within Enhance Academy Trust. Whether you are completely new to governance or have previous experience, this guide will help you get started quickly and confidently.

Your First Three Priorities

1. Understand your role

Read Sections 1 to 6 of this manual to understand:

- Governance structures
- Your responsibilities
- Delegated authority
- Governance boundaries

Remember: Governors govern. Leaders lead.

2. Complete mandatory training

All governors should complete:

- Governance Induction
- Safeguarding Training
- KCSIE Familiarisation
- Code of Conduct Requirements
- Cyber-Security
- Any role-specific training requested by the Trust

3. Prepare for your first meeting

Before your first meeting:

- Read all papers provided
- Familiarise yourself with academy priorities
- Make a note of any questions
- Do not worry if you do not understand everything immediately

Every experienced governor was once a new governor.

Your Core Governance Responsibilities

Local Academy Boards provide challenge, support and assurance in relation to:

- ✓ Safeguarding
- ✓ SEND
- ✓ Standards
- ✓ Stakeholder Engagement
- ✓ Health & Safety
- ✓ Security and Digital Governance

Governors are not responsible for operational management.

Useful Reminder

A governor's role is not to have all the answers.

A governor's role is to ask good questions, seek assurance and support continuous improvement.

Three useful questions are:

- How do leaders know?
- What evidence supports this?
- What impact is being achieved?

INTRODUCTION

WELCOME TO GOVERNANCE WITHIN ENHANCE ACADEMY TRUST.

By accepting appointment as a governor, you are joining a community of volunteers who help shape the future of children and young people across the Trust's academies. Governance is a vital component of school improvement and plays a significant role in ensuring that pupils receive an excellent education within safe, inclusive and ambitious learning environments

Local Academy Boards are an essential part of the Trust's governance framework. They provide strategic challenge, support and assurance whilst bringing local insight and community understanding into the wider governance structure.

Purpose

This manual has been developed to provide every governor with a single, authoritative source of governance guidance. It brings together:

- Governor induction
- Governance responsibilities
- Safeguarding oversight
- SEND governance
- School improvement oversight
- Stakeholder engagement
- Cyber governance
- Health and Safety governance
- Governance development
- Monitoring tools and templates

The manual replaces multiple standalone guidance documents and should be used throughout your entire period of office.

Why This Matters

Research consistently demonstrates that effective governance contributes significantly to:

- Improved educational outcomes
- Stronger safeguarding culture
- Improved leadership effectiveness
- Better strategic decision-making
- Greater accountability
- Stronger stakeholder confidence

Good governance helps ensure that every decision supports better outcomes for pupils.

Governance Responsibilities

The Role of Governors

Governors are responsible for:

- ✓ Strategic leadership
- ✓ Accountability and assurance
- ✓ Monitoring delegated responsibilities
- ✓ Stakeholder engagement
- ✓ Risk oversight
- ✓ Supporting organisational improvement

The Role of School Leaders

School leaders are responsible for:

- ✓ Operational leadership
- ✓ Delivering strategy

- ✓ Managing staff
- ✓ Running the school day-to-day
- ✓ Managing pupils, provision and services

Strategic Governance

Governors focus on:

- Direction
- Oversight
- Assurance
- Challenge
- Accountability

Operational Leadership

Governors do not:

- Manage staff
- Investigate concerns
- Make operational decisions
- Deliver provision

Governors govern. Leaders lead.

What Good Looks Like

Effective governors:

- ✓ Attend regularly
- ✓ Prepare thoroughly
- ✓ Ask strategic questions
- ✓ Listen carefully
- ✓ Understand evidence
- ✓ Undertake training
- ✓ Respect confidentiality
- ✓ Support collective decisions

Sources of Assurance

Governors gain assurance from:

- Leadership reports
- External reviews
- Internal audits
- Governor monitoring activities
- Stakeholder feedback
- Performance information

Common Governance Mistakes

- ✗ Becoming involved in operational decisions
- ✗ Focusing on individual cases
- ✗ Making assumptions without evidence
- ✗ Acting independently of the Board
- ✗ Neglecting governor development

Summary

Governors help ensure that every pupil is supported to flourish. This manual exists to help you fulfil that responsibility confidently, effectively and strategically.

SECTION 2

ABOUT ENHANCE ACADEMY TRUST

INTRODUCTION

Effective governance begins with understanding the organisation being governed. Enhance Academy Trust is a Church of England Multi Academy Trust serving diverse communities across Yorkshire through a family of primary schools and specialist post-16 provision.

Purpose

This section helps governors understand:

- What the Trust exists to achieve
- The values that drive decision-making
- How the Trust is structured
- The strategic priorities governors are expected to support

Why This Matters

Governors can only provide meaningful support and challenge if they understand:

- The Trust's vision
- Strategic priorities
- Organisational context
- Community needs

Without this understanding, governance risks becoming disconnected from the realities of the organisation.

Our Vision

Enhance Academy Trust exists to improve educational outcomes and life chances for every child and young person served by our academies.

Our ambition is that every pupil:

- Achieves highly
- Feels safe and valued
- Develops positive character
- Is prepared for the next stage of life
- Has opportunities to flourish academically, socially and personally

Our Mission

We work together to:

- Deliver educational excellence
- Support leadership development
- Create inclusive learning environments
- Strengthen communities
- Improve life chances

The Trust's approach is founded on collaboration, improvement and service.

Our Values

The Trust's values are:

- **Encourage:** Supporting one another to succeed.
- **Help:** Working collaboratively and compassionately.
- **Achieve:** Maintaining high expectations and ambitious outcomes.
- **Nurture:** Creating environments where everyone can flourish.

These values underpin the culture, leadership and governance of the organisation.

Our Academies

Enhance Academy Trust comprises:

- Church of England Primary Academies
- Community Primary Academies
- Specialist Post-16 Provision

serving communities across:

- Wakefield
- Kirklees
- Barnsley

Strategic Priorities

The Trust's strategic priorities include:

- Educational Excellence
- Ensuring high-quality education and strong outcomes.
- Safeguarding
- Creating safe environments where children are protected and supported.
- Inclusion and SEND
- Delivering equitable opportunities and effective support for all pupils.
- Leadership Development
- Developing strong leaders at every level.
- Workforce Development
- Investing in staff wellbeing and professional growth.
- Community Engagement
- Building strong relationships with families and communities.
- Effective Governance
- Providing strategic leadership and accountability.
- Digital Transformation
- Developing sustainable and secure digital systems.

What Good Looks Like

Successful governance within Enhance Academy Trust means:

- ✓ Decisions aligned with Trust priorities
- ✓ Consistent application of Trust values
- ✓ Local insight contributing to Trust-wide improvement
- ✓ Collective accountability for pupil outcomes

Sources of Assurance

Governors should regularly review:

- Trust Strategic Plan
- Academy Improvement Plans
- Annual reports
- Board reports
- Performance dashboards

Common Governance Mistakes

- ✗ Focusing only on local priorities
- ✗ Losing sight of Trust-wide strategy
- ✗ Treating governance as compliance rather than improvement
- ✗ Understanding individual schools but not the wider Trust

Summary

Governors should always understand the wider organisational context within which their academy operates. Every governance discussion should ultimately connect back to the Trust's vision, values and strategic priorities.

SECTION 3

GOVERNANCE IN ENHANCE ACADEMY TRUST

INTRODUCTION

Governance within Enhance Academy Trust operates through a delegated structure. Whilst the Trust Board retains ultimate accountability, Local Academy Boards perform an important governance function by providing local oversight, challenge, support and assurance.

Purpose

This section explains:

- The governance structure
- Accountability arrangements
- Roles and responsibilities
- How delegated governance operates

Why This Matters

Governors must understand:

- Who is accountable
- Who makes decisions
- Which responsibilities have been delegated
- How Local Academy Boards contribute to governance

Without this understanding governance becomes ineffective and boundaries between governance and management become blurred.

Governance Structure

The Trust operates through a tiered governance framework.

Members

Members are the guardians of the Trust's charitable purpose and constitution.

Member Responsibilities

- Appoint Trustees
- Amend Articles of Association
- Hold Trustees accountable
- Ensure the Trust remains true to its charitable objectives

Members operate at the highest level of governance and are comparable to shareholders within a company structure.

Trustees

Trustees are responsible for the strategic leadership and accountability of the Trust.

Trustee Responsibilities:

- Educational performance
- Financial sustainability
- Risk management
- Safeguarding
- Compliance
- Strategic direction

The Trust Board remains legally accountable for every decision made throughout the organisation.

Trust Committees

Committees undertake detailed scrutiny on behalf of Trustees. Committees Include:

Audit and Risk Committee

Responsible for:

- Risk oversight
- Internal scrutiny
- Audit review
- Financial assurance

Curriculum and Outcomes Committee

Responsible for:

- Educational outcomes
- Curriculum oversight
- School improvement assurance

Chief Executive Officer

The Chief Executive Officer leads operational delivery across the Trust.

Responsibilities:

- Implements strategy
- Leads executive functions
- Holds leaders to account
- Reports to Trustees

The CEO is accountable to the Trust Board.

Local Academy Boards

Local Academy Boards provide local governance through delegated authority. They are committees of the Trust Board rather than independent governing bodies.

Enhance Academy Trust currently delegates responsibility for:

- **Safeguarding:** Monitoring safeguarding culture, systems and compliance.
- **SEND:** Providing assurance regarding inclusion and SEND provision.
- **Standards:** Monitoring outcomes, attendance, behaviour and improvement.
- **Stakeholder Engagement:** Supporting relationships with pupils, parents, staff and communities.

These areas align closely with the core responsibilities commonly delegated to local governance within academy trusts.

The Scheme of Delegation

The Scheme of Delegation explains:

- What decisions can be made
- Who can make them
- Where accountability sits

The Scheme of Delegation is one of the most important governance documents within the Trust. All governors should ensure they understand its contents.

Governance Responsibilities

Trustees

Responsible for:

- ✓ Strategic direction
- ✓ Accountability
- ✓ Risk
- ✓ Compliance
- ✓ Resources

Local Academy Boards

Responsible for:

- ✓ Monitoring
- ✓ Assurance
- ✓ Challenge
- ✓ Local intelligence
- ✓ Stakeholder engagement

School Leaders

Responsible for:

- ✓ School operations
- ✓ Staff leadership
- ✓ Delivering strategy
- ✓ Day-to-day management

Governance and Compliance Support

Effective governance within Enhance Academy Trust is supported through a partnership between the Trust's Governance and Compliance function and Wakefield Education Services School Governor Services (SGS). This ensures governors receive strategic governance leadership, advice and development support from the Trust, alongside professional clerking support for Local Academy Board meetings.

Governance and Compliance Professional

The Governance and Compliance Professional provides strategic leadership and coordination for governance across the Trust.

The role supports:

- Governance compliance.
- Governance effectiveness.
- Governor recruitment and succession planning.
- Governor induction.
- Governor training and development.
- Governance reviews and self-evaluation.
- Governance policy development.
- Governance communications.
- Governance planning.
- Meeting schedules and annual governance cycles.
- Agenda planning frameworks.
- Support for Chairs and Local Academy Boards.
- Governance advice and guidance between meetings.

The Governance and Compliance Professional is the primary point of contact for governors requiring governance advice, support or guidance outside formal meetings.

School Governor Services (SGS)

Enhance Academy Trust commissions clerking services through Wakefield Education Services School Governor Services (SGS). SGS provides professional clerking support for Local Academy Board meetings in accordance with the Trust's governance arrangements and Scheme of Delegation.

SGS support includes:

- Issuing formal notices of meetings.
- Distributing agendas and supporting papers.
- Providing a clerk for meetings.
- Producing and circulating minutes.
- Maintaining meeting records and archives.
- Monitoring attendance at meetings.
- Providing procedural advice during meetings where appropriate.

SGS supports the administration and clerking of governance meetings. Governance advice, governor development and governance leadership remain the responsibility of the Trust's Governance and Compliance function.

Who Should Governors Contact?

Governance and Compliance Professional

Contact for:

- Governance advice.
- Governance development.
- Training.
- Induction.
- Governance effectiveness.
- Recruitment and vacancies.
- Governance documentation.
- Governance compliance.
- Delegated responsibilities.
- Governance questions arising between meetings.

Clerk or Governor Support Officer

Contact for:

- Meeting arrangements.
- Agendas and papers.
- Minutes.
- Attendance records.
- Meeting procedures.
- Terms of office.
- Membership records.
- Administrative queries relating to meetings.

What Governance Support Professionals Do Not Do

Governance support professionals:

- ✗ Make governance decisions.
- ✗ Replace the responsibilities of governors.
- ✗ Direct Local Academy Boards.
- ✗ Manage academy operations.
- ✗ Take responsibility for decisions made by governors.

Governance support professionals enable effective governance, but governance decisions remain the collective responsibility of the Local Academy Board.

What Good Looks Like

Effective governance structures demonstrate:

- ✓ Clarity of responsibility
- ✓ Clear reporting arrangements
- ✓ Appropriate challenge
- ✓ Strong communication
- ✓ Shared accountability

Sources of Assurance

Governors gain assurance through:

- Scheme of Delegation
- Terms of Reference
- Governance reports
- Board evaluations
- Trust reports
- Internal scrutiny activity

Common Governance Mistakes

- ✗ Confusing delegated authority with accountability
- ✗ Exceeding delegated authority
- ✗ Becoming operational
- ✗ Assuming accountability sits elsewhere
- ✗ Failing to understand governance structures

Summary

Local Academy Boards play a vital role within the governance framework. Whilst Trustees remain accountable, Local Academy Boards contribute significantly through local challenge, support and assurance.

Effective governance depends upon every governor understanding where accountability sits and how their role contributes to the success of the Trust.

SECTION 4

THE GOLDEN RULE OF GOVERNANCE

INTRODUCTION

The most important concept within school governance is understanding the distinction between **governance** and **management**.

This distinction underpins every decision, discussion, monitoring activity and governor visit. Where governors understand the governance boundary, governance is effective. Where governors cross that boundary, confusion, duplication and poor governance can quickly emerge.

This chapter establishes the foundation upon which all other governance responsibilities sit.

Purpose

This section aims to help governors understand:

- What governance is.
- What leadership is.
- The distinction between strategic and operational responsibilities.
- How governors should provide challenge and assurance.
- How governors avoid becoming involved in management.

Why This Matters

The most common challenge for new governors is understanding the difference between:

Asking the right strategic question

and

Becoming involved in operational management

Governors are not expected to run schools.

Governors are expected to ensure schools are effectively led, accountable and continually improving. Understanding this distinction is one of the most important skills a governor can develop.

The Golden Rule: Governors Govern. Leaders Lead.

Governors provide:

- Strategic leadership
- Accountability
- Assurance
- Oversight
- Stakeholder engagement

School leaders provide:

- Operational leadership
- School management
- Staff leadership
- Curriculum delivery
- Implementation of strategy

Governance Responsibilities

Governors Are Responsible For

- ✓ Setting strategic direction
- ✓ Approving priorities
- ✓ Monitoring outcomes
- ✓ Monitoring safeguarding arrangements
- ✓ Reviewing educational performance
- ✓ Reviewing SEND provision
- ✓ Monitoring risk
- ✓ Seeking evidence-based assurance
- ✓ Holding leaders to account
- ✓ Understanding stakeholder views

Leaders Are Responsible For

- ✓ Managing staff
- ✓ Delivering lessons
- ✓ Managing behaviour
- ✓ Managing attendance
- ✓ Managing safeguarding cases

- ✓ Writing SEND plans
- ✓ Implementing improvement plans
- ✓ Managing budgets day-to-day
- ✓ Running the academy

Strategic Governance vs Operational Leadership

Strategic Governance	Operational Leadership
Approving vision	Delivering vision
Approving priorities	Implementing priorities
Monitoring attendance trends	Managing attendance interventions
Monitoring safeguarding systems	Managing safeguarding referrals
Reviewing SEND outcomes	Delivering SEND provision
Reviewing complaints data	Responding to complaints
Reviewing cyber risk	Managing IT systems
Reviewing behaviour trends	Managing behaviour incidents

The Assurance Mindset

Good governance is not about knowing everything. Good governance is about seeking appropriate assurance.

Governors should ask:

- How do leaders know?
- What evidence supports this?
- What impact is being achieved?
- What are the next steps?
- What are the risks?

Examples of Strategic Questioning

Attendance

Strategic Question

How do leaders know attendance improvement strategies are working?

Operational Question

Why was this pupil absent yesterday?

Safeguarding

Strategic Question

How do leaders assure themselves that safeguarding systems are effective?

Operational Question

Can I see details of this safeguarding case?

SEND

Strategic Question

How effective is SEND provision and how do we know?

Operational Question

Can I review this child's EHCP?

Cyber Security

Strategic Question

How do leaders know cyber security controls are effective?

Operational Question

What password system does the school use?

Strategic Governance

Governors should:

- ✓ Review systems
- ✓ Review trends
- ✓ Review outcomes
- ✓ Review impact
- ✓ Review risks
- ✓ Seek assurance
- ✓ Challenge constructively

Operational Leadership

Governors should not:

- ✗ Manage staff
- ✗ Investigate concerns
- ✗ Manage pupils
- ✗ Review individual safeguarding cases
- ✗ Review individual employee performance
- ✗ Direct school leaders
- ✗ Make operational decisions

What Good Looks Like

An effective governor:

- Understands the governance boundary.
- Focuses on systems rather than individuals.
- Seeks evidence rather than anecdote.
- Maintains strategic focus.
- Understands delegated responsibilities.
- Supports without becoming operational.

Sources of Assurance

Governors gain assurance through:

- Board reports
- Monitoring visits
- External reviews
- Internal audits
- Performance data
- Stakeholder feedback
- Governance reviews

Common Governance Mistakes

- ✗ Becoming involved in individual safeguarding cases.
- ✗ Attempting to manage staff performance.
- ✗ Acting independently of the Board.
- ✗ Focusing on operational detail.
- ✗ Challenging without evidence.
- ✗ Assuming assurance without evidence.

Summary

Governors seek assurance. Leaders manage operations.

Every governor should regularly ask:

"Am I seeking assurance or am I managing activity?"

If the answer is managing activity, it is time to step back and return to the strategic level.

SECTION 5

WHAT MAKES EFFECTIVE GOVERNANCE?

INTRODUCTION

Effective governance is not defined by the number of meetings held or papers reviewed.

Effective governance is measured by how successfully governors contribute to:

- Better outcomes for pupils
- Strong leadership
- Effective safeguarding
- Continuous improvement
- Sustainable organisational performance

Purpose

This section explains:

- The characteristics of effective governance
- The behaviours expected of governors
- The core functions of governance
- What high-quality governance looks like in practice

Why This Matters

Strong governance does not occur by accident.

It requires:

- Knowledge
- Preparation
- Commitment
- Collaboration
- Professional curiosity
- Evidence-informed decision-making

The Three Core Functions of Governance

1. Strategic Leadership

Governors help establish:

- Vision
- Values
- Priorities
- Strategic direction

Governors ensure decisions align with organisational purpose.

2. Accountability and Assurance

Governors:

- Monitor performance
- Seek assurance
- Review evidence
- Hold leaders accountable

This ensures leaders remain focused on delivering agreed priorities.

3. Stakeholder Engagement

Governors help ensure stakeholder views are understood.

This includes:

- Pupils
- Parents
- Staff
- Communities

Stakeholder engagement is recognised as a core governance responsibility.

Characteristics of Effective Governors

Effective governors:

- ✓ Attend regularly
- ✓ Prepare thoroughly
- ✓ Read papers
- ✓ Undertake training
- ✓ Ask questions
- ✓ Understand evidence
- ✓ Participate in visits
- ✓ Support colleagues
- ✓ Maintain confidentiality
- ✓ Act collectively

Effective Challenge

Challenge should be:

- **Constructive:** Focused on improvement rather than criticism.
- **Evidence-Based:** Grounded in evidence rather than opinion.
- **Respectful:** Professional and supportive.
- **Strategic:** Focused on outcomes rather than operations.

Effective Support

Support means:

- Understanding context
- Listening carefully
- Encouraging reflection
- Celebrating success
- Supporting improvement

Support is not the absence of challenge.

The strongest governance combines both.

Governance Behaviours

Governors should:

Listen

Observe

Review

Challenge

Assure

Reflect

What Good Looks Like

Strong governance environments demonstrate:

- ✓ Strategic focus
- ✓ Strong relationships
- ✓ Appropriate challenge
- ✓ Clear accountability
- ✓ Continuous learning
- ✓ Effective communication

Sources of Assurance

Governors should regularly review:

- Performance reports
- Improvement plans
- Monitoring reports
- External reviews
- Audit findings
- Stakeholder feedback

Strategic Questions

- How do we know?
- What evidence supports this?
- What impact is being achieved?
- What are the risks?
- What happens next?

Common Governance Mistakes

- ✗ Focusing on operational detail
- ✗ Relying on anecdotal information
- ✗ Challenging without understanding context
- ✗ Failing to prepare for meetings
- ✗ Assuming good news equals good assurance
- ✗ Ignoring stakeholder feedback

Summary

Effective governance is strategic, evidence-based and focused on improving outcomes for pupils. Strong governance combines support, challenge and assurance.

SECTION 6

UNDERSTANDING GOVERNOR ROLES

INTRODUCTION

The effectiveness of a Local Academy Board is determined not only by the knowledge, skills and experience of its governors, but also by their understanding of their role.

Governance works best when every governor understands:

- Their responsibilities.
- Their authority.
- Their accountability.
- Their contribution to the Board.
- The difference between governance and management.

Every governor contributes to the collective work of the Local Academy Board, regardless of appointment route, experience or specific area of interest.

Purpose

This section explains:

- The role of all governors.
- Different categories of governor.
- Governance leadership roles.
- Link governor roles.
- The expectations placed upon governors.
- The boundaries between governance and management.

Why This Matters

One of the most common reasons governance becomes ineffective is because governors do not fully understand their role.

Confusion about responsibilities can lead to:

- Duplication of leadership activity.
- Ineffective challenge.
- Operational interference.
- Reduced accountability.
- Poor governance culture.

Clear role descriptions help governors operate confidently and effectively.

The Collective Nature of Governance

Governance is a collective responsibility.

All decisions are made collectively through the Local Academy Board.

No individual governor holds authority to make decisions independently unless specific authority has been formally delegated through:

- The Trust Scheme of Delegation.
- Terms of Reference.
- Trust policies.

Expectations of All Governors

All governors are expected to:

Attend

- Attend meetings regularly.
- Participate constructively.
- Contribute to decision-making.

Prepare

- Read papers.
- Review reports.
- Prepare questions.

Develop

- Undertake training.
- Remain informed.
- Develop governance knowledge.

Monitor

- Participate in governance activities.
- Seek assurance.
- Review evidence.

Conduct

- Maintain confidentiality.
- Declare interests.
- Uphold the Code of Conduct.
- Follow the Nolan Principles.

Strategic Governance

All governors should:

- ✓ Seek assurance
- ✓ Review evidence
- ✓ Monitor implementation
- ✓ Review outcomes
- ✓ Review risks
- ✓ Support effective decision-making

Operational Leadership

Governors should not:

- ✗ Manage staff
- ✗ Investigate complaints
- ✗ Manage safeguarding concerns
- ✗ Run school improvement activity
- ✗ Direct school leaders
- ✗ Manage individual pupils
- ✗ Make executive decisions

Governors govern. Leaders lead.

6.1 Local Governor

Purpose of the Role

To contribute to the strategic leadership, accountability and stakeholder engagement functions of the Local Academy Board. The Local Academy Board supports the work of the Trust Board through delegated governance responsibilities.

Strategic Purpose

To provide support, challenge and assurance within key delegated governance responsibilities.

These include:

- Safeguarding
- SEND
- Standards
- Stakeholder Engagement

Key Responsibilities

Strategic Leadership

The governor should:

- Understand Trust priorities.
- Understand academy priorities.
- Support strategic direction.

Accountability and Assurance

The governor should:

- Review reports.
- Review outcomes.

- Challenge appropriately.
- Seek evidence-based assurance.

Stakeholder Engagement

The governor should:

- Understand local context.
- Listen to stakeholders.
- Support community engagement.

Monitoring

The governor should:

- Participate in planned monitoring activities.
- Review evidence.
- Report findings.

Strategic Questions

- How do leaders know this is effective?
- What evidence supports this conclusion?
- What progress has been made?
- What are the current risks?
- What happens next?

Sources of Assurance

- Leadership reports
- Academy Improvement Plan
- Performance data
- Monitoring visits
- External reviews
- Stakeholder feedback

Activities Included

- ✓ Monitoring
- ✓ Challenge
- ✓ Assurance
- ✓ Strategic discussion
- ✓ Stakeholder engagement

Activities Excluded

- ✗ Managing employees
- ✗ Managing pupils
- ✗ Operational decision-making
- ✗ Investigating complaints
- ✗ Directing leaders

Training Expectations

- Governor induction
- Safeguarding training
- KCSIE
- Annual governance updates
- Role-specific development

Recommended Frequency

Activity	Frequency
Board Meetings	As scheduled
Monitoring Activities	Termly
Governor Development	Ongoing

Governance Boundary**Strategic Governance**

- ✓ Reviewing outcomes
- ✓ Reviewing trends
- ✓ Seeking assurance
- ✓ Monitoring implementation

Operational Leadership

- ✗ Running the school
- ✗ Managing day-to-day activity
- ✗ Delivering services

6.2 Chair of Governors**Purpose of the Role**

To provide leadership to the Local Academy Board and support effective governance.

Strategic Purpose

To ensure the Board:

- Functions effectively.
- Meets delegated responsibilities.
- Operates strategically.
- Maintains positive governance culture.

Key Responsibilities**Governance Leadership**

The Chair should:

- Lead meetings.
- Promote effective challenge.
- Ensure strategic focus.

Relationships

The Chair should:

- Work closely with the Headteacher.
- Support governors.
- Promote effective working relationships.

Development

The Chair should:

- Encourage governor development.
- Support succession planning.
- Promote governance effectiveness.

Strategic Questions

- Is governance effective?
- Is challenge sufficiently robust?
- Are board discussions strategic?
- Is governance improving outcomes?

Sources of Assurance

- Governance reviews
- Board self-evaluation
- Governor feedback
- External governance reviews

Activities Included

- ✓ Chairing meetings
- ✓ Governance leadership
- ✓ Governor support
- ✓ Board development

Activities Excluded

- ✗ Managing staff
- ✗ Directing school leaders
- ✗ Making unilateral decisions
- ✗ Acting independently of the Board

Training Expectations

- Chair Development Programme
- Governance leadership training
- Trust governance updates

6.3 Vice Chair

Purpose of the Role

To support the Chair and provide leadership when required.

Strategic Purpose

To contribute to governance leadership and continuity.

Key Responsibilities

- Support the Chair.
- Deputise when required.
- Assist governor development.
- Promote Board effectiveness.

Activities Included

- ✓ Governance leadership
- ✓ Board support
- ✓ Strategic contribution

Activities Excluded

- ✗ Operational management
- ✗ Independent decision-making

6.4 Parent Governor

Purpose of the Role

To contribute a parental perspective whilst acting in the interests of the whole school community.

Strategic Purpose

To enrich governance discussions through understanding parental experiences and perspectives.

Important Principle

Parent Governors are not representatives.

Parent Governors do not:

- ✗ Represent individual parents
- ✗ Act as spokespersons
- ✗ Handle complaints
- ✗ Advocate for individual families

Key Responsibilities

Governance

- Participate fully in governance.
- Contribute strategically.
- Support collective decision-making.

Stakeholder Insight

- Provide parental perspective.
- Support effective engagement.

Professional Standards

- Maintain confidentiality.
- Remain objective.
- Avoid conflicts of interest.

Strategic Questions

- How have parents been consulted?
- What are parents telling leaders?
- How do we know engagement is effective?

Sources of Assurance

- Parent surveys
- Stakeholder reports
- Consultation activities
- Monitoring visits

Activities Included

- ✓ Governance activity
- ✓ Strategic discussion
- ✓ Stakeholder insight

Activities Excluded

- ✗ Complaints handling
- ✗ Casework
- ✗ Parent representation

Governance Boundary

Strategic Governance

- ✓ Reviewing parental engagement
- ✓ Reviewing consultation outcomes

Operational Leadership

- ✗ Resolving individual parental concerns
- ✗ Acting on behalf of specific families

6.5 Staff Governor

Purpose of the Role

To contribute professional understanding whilst acting as a strategic governor.

Strategic Purpose

To enhance governance through professional insight and educational understanding.

Important Principle

Staff Governors are not staff representatives.

Key Responsibilities

Governance

- Participate fully in meetings.
- Support challenge and assurance.
- Contribute professional expertise.

Strategic Oversight

- Review performance.
- Review outcomes.
- Review strategic priorities.

Conduct

- Maintain confidentiality.
- Identify conflicts of interest.

Conflicts of Interest

Staff Governors should withdraw from discussions involving:

- Pay
- Restructuring
- Recruitment
- Disciplinary matters
- Capability processes
- Grievances

Activities Included

- ✓ Governance contribution
- ✓ Professional insight
- ✓ Strategic discussion

Activities Excluded

- ✗ Representing staff
- ✗ Advocating on behalf of colleagues
- ✗ Participating where conflicts exist

6.6 Foundation Governor

Purpose of the Role

To support effective governance whilst maintaining and supporting the Christian vision and foundation of Church schools.

Strategic Purpose

To contribute to governance through:

- Christian distinctiveness
- Church-school relationships
- SIAMS readiness
- Religious education
- Collective worship

Key Responsibilities

- Support Christian vision.
- Contribute to SIAMS preparation.
- Understand diocesan expectations.
- Participate fully in governance.

Strategic Questions

- How is Christian vision influencing decision-making?
- How do we know pupils and staff are flourishing?
- How is the vision demonstrated in practice?

Link Governor Roles

Introduction

Link Governors provide enhanced oversight within specific governance areas.

They support governance by:

- Seeking assurance
- Reviewing evidence
- Conducting monitoring activity
- Reporting findings

Link Governors do not hold executive responsibilities.

6.7 Safeguarding Link Governor

Purpose of the Role

To lead governance oversight of safeguarding arrangements.

Strategic Purpose

To provide assurance that safeguarding systems, culture and practice are effective.

Key Responsibilities

Working with the DSL

- Meet termly.
- Review safeguarding themes.
- Review safeguarding priorities.
- Discuss safeguarding culture.

Monitoring and Assurance

- Undertake safeguarding visits.
- Review DSL reports.
- Review safeguarding audits.

Reporting

- Report findings to the Local Academy Board.

Strategic Questions

How do leaders know safeguarding is effective?

What trends are emerging?

How do staff maintain safeguarding knowledge?

Sources of Assurance

- DSL reports
- Safeguarding audits
- KCSIE compliance reviews
- Monitoring activity

Training Expectations

- Annual safeguarding training
- KCSIE updates
- Prevent awareness

6.8 SEND Link Governor

Purpose of the Role

To lead governance oversight of SEND and inclusion.

Strategic Purpose

To ensure pupils with SEND receive appropriate support and achieve strong outcomes.

Key Responsibilities

Working with the SENCO

- Meet regularly.
- Review provision.
- Review priorities.

Monitoring

- Review SEND data.
- Review SEND on a Page.
- Review funding.

Reporting

- Report findings to the Board.

Strategic Questions

- How do leaders know SEND provision is effective?
- How are outcomes improving?
- How are pupils included?

Sources of Assurance

- SEND on a Page
- SENCO reports
- SEND strategy review
- Monitoring visits

Training Expectations

- SEND governance training
- SEND Code of Practice awareness

6.9 Health & Safety Link Governor

Purpose of the Role

To provide assurance regarding health, safety and statutory compliance.

Strategic Purpose

To monitor safety, compliance and risk management.

Key Responsibilities

- Meet with leaders.
- Review risks.
- Review accident information.
- Review compliance activity.
- Conduct monitoring activity.

Strategic Questions

- What are the most significant risks?
- Are compliance duties being met?
- What trends are evident?

6.10 Academy Improvement Link Governor

Purpose of the Role

To provide governance oversight of the Academy Improvement Plan.

Strategic Purpose

To monitor school improvement priorities and outcomes.

Key Responsibilities

- Review AIP priorities.
- Review milestones.
- Review impact.
- Monitor improvement activity.

Strategic Questions

- What evidence demonstrates progress?
- What barriers remain?
- How do leaders know improvement activity is working?

6.11 Careers Link Governor (Post-16)

Purpose of the Role

To oversee careers education, destinations and progression.

Strategic Purpose

To ensure students receive high-quality careers education and support.

Key Responsibilities

- Review Gatsby Benchmarks.
- Review destination data.
- Review careers activity.
- Monitor progression.

Strategic Questions

- Are students progressing successfully?
- How do leaders know careers provision is effective?

6.12 Cyber & Digital Governance Link Governor

Purpose of the Role

To provide governance oversight of digital resilience, cyber security, data protection and AI governance.

Strategic Purpose

To ensure digital risks are understood, monitored and effectively managed.

Key Responsibilities

- Review cyber risks.
- Monitor training.
- Review incident planning.
- Review business continuity.
- Review AI governance.

Strategic Questions

- How do leaders know our systems are secure?
- How do we know cyber controls are effective?
- How are AI risks being managed?

Sources of Assurance

- Cyber audits
- Risk register
- Incident exercises
- External reviews

Summary

Every governor role exists for one purpose:

To provide strategic leadership, support, challenge and assurance in the best interests of pupils.

No governor role is operational.

Every governor role contributes to effective governance, accountability and improvement.

SECTION 7 THE ENHANCE GOVERNANCE FRAMEWORK

Governance is most effective when governors focus on a clearly defined framework of responsibilities.

To support consistency across academies, Enhance Academy Trust uses a governance assurance model known as the **Six S's Framework**.

The framework defines the key areas where Local Academy Boards are expected to provide challenge, support and assurance.

Purpose

This section explains:

- The Six S's Framework
- The governance responsibilities associated with each area
- How governors provide assurance
- How governors contribute to improvement

Why This Matters

Local Academy Boards oversee a wide range of information.

Without a clear framework, governors can become overwhelmed by data and operational detail.

The Six S's Framework helps governors focus on the areas that have the greatest impact on pupils and organisational effectiveness.

The Six S's Framework

The six areas of governance assurance are:

1. Safeguarding
2. SEND
3. Standards
4. Stakeholder Engagement

5. SIAMS & Personal Development

6. Security & Digital Governance

Together these provide a balanced framework for governance activity across the Trust.

1. Safeguarding

Purpose

To ensure that pupils are safe, supported and protected.

Governance Responsibilities

Governors should:

- ✓ Monitor safeguarding culture
- ✓ Review safeguarding systems
- ✓ Review safeguarding reports
- ✓ Understand safeguarding risks
- ✓ Seek assurance regarding statutory compliance

Governors Should Not

- ✗ Manage safeguarding referrals
- ✗ Investigate concerns
- ✗ Review confidential child protection records
- ✗ Direct safeguarding processes

What Good Looks Like

- Strong safeguarding culture.
- Staff understand responsibilities.
- Pupils feel safe.
- Safeguarding concerns are promptly addressed.
- Leaders learn from safeguarding events.

2. SEND

Purpose

To ensure pupils with SEND receive effective support and achieve strong outcomes.

Governance Responsibilities

Governors should:

- ✓ Monitor inclusion
- ✓ Review SEND outcomes
- ✓ Monitor SEND funding
- ✓ Understand pupil needs
- ✓ Seek assurance regarding provision

Governors Should Not

- ✗ Review individual EHCPs
- ✗ Manage provision plans
- ✗ Direct intervention work

What Good Looks Like

- Inclusive practice.
- Strong outcomes.
- Effective SEND leadership.
- Positive stakeholder feedback.

- High-quality provision.

3. Standards

Purpose

To ensure pupils achieve well and receive high-quality education.

Governance Responsibilities

Governors should:

- ✓ Review educational outcomes
- ✓ Review attendance
- ✓ Review behaviour trends
- ✓ Monitor improvement priorities
- ✓ Seek assurance regarding quality of education

Governors Should Not

- ✗ Judge teaching quality
- ✗ Observe lessons for performance management purposes
- ✗ Manage curriculum delivery

What Good Looks Like

- Strong outcomes.
- Good attendance.
- Positive behaviour.
- Effective curriculum implementation.
- Continuous improvement.

4. Stakeholder Engagement

Purpose

To ensure stakeholder voices inform governance and leadership decisions.

Governance Responsibilities

Governors should:

- ✓ Understand parent views
- ✓ Understand pupil voice
- ✓ Understand staff voice
- ✓ Monitor engagement activity
- ✓ Seek assurance regarding communication and consultation

Governors Should Not

- ✗ Become complaints handlers
- ✗ Act as representatives
- ✗ Promise actions to stakeholders

What Good Looks Like

- Meaningful consultation.
- Visible governance.
- Positive stakeholder relationships.
- Effective communication.

5. SIAMS & Personal Development

Purpose

To ensure pupils flourish academically, personally and spiritually.

Governance Responsibilities

Governors should:

- ✓ Understand Christian vision
- ✓ Review SIAMS readiness
- ✓ Monitor personal development
- ✓ Review inclusion
- ✓ Understand wellbeing provision

Governors Should Not

- ✗ Lead worship
- ✗ Manage RE provision
- ✗ Deliver personal development programmes

What Good Looks Like

- Strong Christian vision.
- Positive culture.
- Inclusive environment.
- Strong pupil development.

6. Security & Digital Governance

Purpose

To ensure cyber security, digital systems, data protection and digital resilience are effectively managed.

Governance Responsibilities

Governors should:

- ✓ Monitor cyber risk
- ✓ Monitor data protection compliance
- ✓ Review incident plans
- ✓ Review business continuity
- ✓ Monitor AI governance
- ✓ Seek digital assurance

Governors Should Not

- ✗ Manage IT systems
- ✗ Configure technology
- ✗ Respond operationally to incidents

What Good Looks Like

- Effective cyber controls.
- Strong digital resilience.
- AI used responsibly.
- Up-to-date response plans.
- Informed governors.

Sources of Assurance Across the Six S's

Governors should use multiple evidence sources.

Source of Assurance	Level of Assurance
External reviews	High
Audits	High
Leadership reports	Medium
Governor visits	Medium

Stakeholder feedback	Medium
Individual anecdote	Low

Good governance uses multiple assurance sources before reaching conclusions.

Common Governance Mistakes

- ✗ Focusing on only one area.
- ✗ Relying on anecdotal evidence.
- ✗ Using governor visits as inspections.
- ✗ Failing to triangulate evidence.
- ✗ Becoming involved in operational delivery.

Summary

The Six S's Framework provides the structure for governance activity across Enhance Academy Trust.

All monitoring, challenge and assurance activity should connect to one or more of these six governance priorities.

SECTION 8 UNDERSTANDING ASSURANCE AND RISK

INTRODUCTION

One of the most important responsibilities of governance is obtaining assurance.

Good governors do not need to know everything that happens in an academy. Instead, governors seek sufficient evidence to assure themselves that leaders are effectively carrying out their responsibilities.

What Is Assurance?

Assurance is the confidence governors gain that:

- Systems are effective
- Risks are managed
- Pupils are safe
- Improvement is taking place
- Leaders are fulfilling their responsibilities

Assurance allows governors to fulfil their responsibilities without becoming involved in operational management.

Sources of Assurance

Good governance relies upon multiple sources of information.

These may include:

- Leadership reports
- Governor visits
- External reviews
- Internal audits
- Stakeholder feedback
- Performance data
- Compliance checks

No single source of information should be relied upon in isolation.

Triangulation

Effective governors triangulate evidence.

Triangulation means comparing information from different sources before forming conclusions.

Example: Safeguarding

Governors may review:

- DSL reports
- Safeguarding audits

- Governor visit reports
- Pupil voice

If all sources provide a consistent message, governors can gain stronger assurance.

What Is Risk?

A risk is anything that may prevent the academy from achieving its objectives.

Risks may relate to:

- Safeguarding
- Educational outcomes
- Attendance
- Staffing
- Health and Safety
- Cyber security
- Reputation

Governors should focus on understanding significant risks and seeking assurance that leaders are managing them effectively.

Strategic Questions

- What are the most significant risks currently facing the academy?
- How are leaders managing those risks?
- How do leaders know controls are effective?
- What additional assurance is available?

What Good Looks Like

Effective governance demonstrates:

- ✓ Multiple sources of assurance
- ✓ Evidence-based challenge
- ✓ Understanding of key risks
- ✓ Appropriate escalation of concerns
- ✓ Strong monitoring of priorities

SECTION 9 SAFEGUARDING GOVERNANCE

INTRODUCTION

Safeguarding is the most important responsibility of every governor.

Nothing is more important than ensuring that pupils are safe, protected and supported.

Safeguarding is not a separate activity undertaken by designated safeguarding leaders alone. Safeguarding should underpin every aspect of school life and governance.

This section explains:

- Governance safeguarding responsibilities
- Statutory expectations
- Monitoring arrangements
- Safeguarding assurance
- Safeguarding culture

Why This Matters

Strong safeguarding:

- Protects children from harm

- Supports wellbeing
- Improves outcomes
- Strengthens trust
- Reduces risk

Weak safeguarding can place children at risk and has serious consequences for the academy and the Trust.

Governance Responsibilities

What Governors Are Responsible For

Governors should ensure that:

- ✓ Safeguarding policies are effective
- ✓ Procedures are understood
- ✓ Staff receive training
- ✓ Leaders are supported and challenged
- ✓ Safeguarding risks are monitored
- ✓ Statutory requirements are fulfilled
- ✓ Safeguarding culture is strong

What Leaders Are Responsible For

Leaders are responsible for:

- ✓ Managing safeguarding concerns
- ✓ Making referrals
- ✓ Maintaining records
- ✓ Working with external agencies
- ✓ Delivering training
- ✓ Managing safeguarding systems

Strategic Governance

Governors should:

- ✓ Review safeguarding reports
- ✓ Review trends
- ✓ Review audits
- ✓ Review attendance information
- ✓ Review exclusions data
- ✓ Review training compliance

Operational Leadership

Governors should not:

- ✗ Investigate concerns
- ✗ Review confidential child protection files
- ✗ Manage referrals
- ✗ Direct safeguarding activity

The Designated Safeguarding Lead (DSL)

The DSL is the senior leader responsible for safeguarding and child protection arrangements.

Governors should:

- Understand the DSL role.
- Meet regularly with the DSL through the Safeguarding Link Governor.
- Seek assurance that the DSL is appropriately trained and supported.

Safeguarding Culture

Safeguarding is more than policy compliance.

Governors should seek assurance that:

- Safeguarding is everyone's responsibility.
- Staff understand expectations.
- Pupils understand how to seek help.
- Leaders create safe environments.
- Staff act promptly when concerns arise.

Key Areas Governors Should Monitor

- Child Protection
- Mental Health and Wellbeing
- Attendance
- Persistent Absence
- Exclusions
- Alternative Provision
- Online Safety
- Filtering and Monitoring
- Prevent Duty
- Single Central Record
- Safer Recruitment
- What Good Looks Like

An effective safeguarding culture demonstrates:

- ✓ Pupils feel safe
- ✓ Staff act appropriately
- ✓ Safeguarding concerns are identified early
- ✓ Safeguarding training is effective
- ✓ Leaders understand risks
- ✓ Governors understand safeguarding assurance

Sources of Assurance

Governors should review:

- DSL reports
- Safeguarding audits
- Attendance data
- Behaviour and exclusion data
- Stakeholder feedback
- Governor visits
- KCSIE compliance

Strategic Questions

Safeguarding Culture

- How do leaders know pupils feel safe?
- How is safeguarding embedded within school culture?

Training

- When was safeguarding training delivered?
- How do leaders know staff understand safeguarding responsibilities?

Attendance

- What are the attendance trends?

- What action is being taken where attendance concerns emerge?

Online Safety

- How are pupils taught to stay safe online?
- How effective are filtering and monitoring systems?

Assurance

- How do leaders know safeguarding systems are working?
- What improvements have been made during the last year?

Governor Monitoring Activity

Safeguarding Link Governor

The Safeguarding Link Governor should:

- Meet the DSL termly.
- Undertake safeguarding monitoring visits.
- Review safeguarding priorities.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Reviewing individual safeguarding cases.
- ✗ Treating safeguarding as a compliance exercise.
- ✗ Assuming policy compliance equals safeguarding effectiveness.
- ✗ Focusing only on incident numbers.
- ✗ Failing to monitor safeguarding culture.

Summary

Safeguarding is the most important area of governance.

Governors should focus on culture, systems, training, compliance and assurance whilst avoiding involvement in operational safeguarding activity.

Governors seek assurance that safeguarding is effective. Leaders manage safeguarding concerns.

SECTION 10 SEND GOVERNANCE

INTRODUCTION

Special Educational Needs and Disabilities (SEND) governance is one of the most important responsibilities delegated to Local Academy Boards.

Enhance Academy Trust's SEND Strategy makes clear that **"SEND is everyone's business"** and that effective inclusion requires commitment from governors, leaders, staff, families and pupils.

Governors play a crucial role in ensuring that pupils with SEND receive the support they need to thrive academically, socially and personally.

Purpose

This section explains:

- Governance responsibilities relating to SEND
- The legal framework
- The role of SEND Link Governors
- How governors monitor SEND provision
- How governors seek assurance regarding inclusion and outcomes

Why This Matters

Pupils with SEND often face additional barriers to learning and participation.

Effective governance helps ensure:

- Early identification of need
- Appropriate provision
- Strong educational outcomes
- Inclusive practice
- Effective use of funding
- Positive experiences for pupils and families

The Trust's SEND profile is above national averages and SEND remains a strategic priority across the Trust.

Governance Responsibilities

Governors Are Responsible For

Governors should ensure:

- ✓ SEND provision is effective
- ✓ Appropriate resources are available
- ✓ Inclusion is promoted
- ✓ Statutory responsibilities are fulfilled
- ✓ SEND outcomes are monitored
- ✓ Leaders are appropriately challenged
- ✓ The SEND Strategy is implemented effectively

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Identifying need
- ✓ Delivering provision
- ✓ Managing interventions
- ✓ Writing SEND plans
- ✓ Conducting reviews
- ✓ Managing support arrangements
- ✓ Coordinating services

Strategic Governance

Governors should:

- ✓ Review SEND outcomes
- ✓ Monitor inclusion
- ✓ Monitor SEND funding
- ✓ Review strategic priorities
- ✓ Review attendance and behaviour information
- ✓ Review stakeholder feedback

Operational Leadership

Governors should not:

- ✗ Write or review individual SEND plans
- ✗ Approve interventions
- ✗ Manage provision
- ✗ Challenge decisions regarding individual pupils
- ✗ Review individual EHCPs

Understanding SEND

SEND Definition

A pupil has SEND if they require special educational provision that is additional to or different from that normally available to pupils of the same age.

Four Broad Areas of Need

Governors should understand the four broad areas of SEND.

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Moderate Learning Difficulties
- Severe Learning Difficulties

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Attachment difficulties
- Behaviour linked to underlying needs

Sensory and/or Physical Needs

Including:

- Hearing Impairment
- Visual Impairment
- Physical Disability

The Graduated Approach

All governors should understand:

- **Assess**
- **Plan**
- **Do**
- **Review**

(APDR)

This is the framework used by schools to identify, support and review SEND provision.

The Trust SEND Strategy

The Trust SEND Strategy identifies four priorities:

Priority 1

Outcomes

Priority 2

Leadership

Priority 3

Teaching and Learning

Priority 4

Quality of SEND Provision

Governors should understand these priorities and seek assurance regarding progress.

What Good Looks Like

Effective SEND governance demonstrates:

- ✓ Inclusive culture
- ✓ High aspirations
- ✓ Strong outcomes
- ✓ Effective leadership
- ✓ Appropriate staffing
- ✓ Positive parent relationships
- ✓ Effective identification of need
- ✓ Strong use of pupil voice

Sources of Assurance

Governors should review:

- SEND on a Page
- SEND Strategy reports
- SENCO reports
- Attendance data
- Behaviour and suspension data
- Pupil voice
- Parent feedback
- Governor visits

Strategic Questions

Leadership

- How does SEND feature within the Academy Improvement Plan?
- How do leaders know provision is effective?

Outcomes

- Are outcomes improving for pupils with SEND?
- Which cohorts require additional focus?

Inclusion

- Are pupils with SEND fully included?
- How do leaders know inclusion is effective?

Resources

- How are SEND resources used?
- How do leaders know interventions represent value for money?

Stakeholders

- What do pupils with SEND say?
- What do parents tell us about the quality of provision?

Governor Monitoring Activity

SEND Link Governor

The SEND Link Governor should:

- Meet termly with the SENCO.
- Undertake SEND-focused monitoring activity.
- Review SEND data.
- Review SEND priorities.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Focusing on individual pupils
- ✗ Assuming SEND is solely the SENCO's responsibility

- ✗ Monitoring interventions rather than outcomes
- ✗ Viewing SEND as a compliance issue
- ✗ Failing to consider inclusion

Summary

Governors should focus on:

- Inclusion
- Outcomes
- Leadership
- Resources
- Assurance

Governors review how effectively SEND provision works. Leaders deliver SEND provision.

SECTION 11 STANDARDS AND SCHOOL IMPROVEMENT

INTRODUCTION

One of the primary responsibilities of governance is ensuring that pupils receive a high-quality education and achieve strong outcomes.

Governors support this through strategic oversight of educational performance and school improvement activity.

Purpose

This section explains:

- Educational performance governance
- School improvement governance
- The role of the Academy Improvement Plan
- Academy Improvement Link Governor responsibilities

Why This Matters

School improvement remains central to:

- Educational outcomes
- Pupil development
- Community confidence
- Inspection outcomes
- Long-term sustainability

Governors help ensure improvement priorities remain focused and effective.

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Understand educational performance
- ✓ Monitor improvement priorities
- ✓ Review data
- ✓ Monitor attendance
- ✓ Monitor behaviour
- ✓ Seek assurance regarding curriculum delivery
- ✓ Monitor progress against the Academy Improvement Plan

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Delivering teaching and learning
- ✓ Implementing improvements
- ✓ Managing curriculum delivery

- ✓ Evaluating provision
- ✓ Managing interventions

Strategic Governance

Governors should:

- ✓ Review trends
- ✓ Monitor impact
- ✓ Review outcomes
- ✓ Review progress against priorities
- ✓ Seek assurance

Operational Leadership

Governors should not:

- ✗ Judge teaching
- ✗ Conduct lesson observations for performance purposes
- ✗ Direct curriculum delivery
- ✗ Manage school improvement activity

Educational Performance

Governors should understand:

- Early Years outcomes
- Phonics
- Reading
- Writing
- Mathematics
- Attendance
- Behaviour
- Disadvantaged outcomes
- SEND outcomes
- Personal Development

The Academy Improvement Plan

The Academy Improvement Plan (AIP) is the school's strategic improvement document.

The AIP should:

- Reflect Trust priorities
- Target areas for development
- Include measurable outcomes
- Drive improvement activity

Governors should understand:

- Improvement priorities
- Progress against milestones
- Impact of actions

What Good Looks Like

Effective standards governance demonstrates:

- ✓ Data-informed challenge
- ✓ Strong understanding of priorities
- ✓ Strategic focus
- ✓ Appropriate challenge
- ✓ Monitoring of impact

Sources of Assurance

Governors should review:

- Academy Improvement Plan
- Self-Evaluation
- Leadership reports
- Attendance reports
- Behaviour reports
- Performance information
- Monitoring visit reports

Strategic Questions

Curriculum

- How do we know pupils are learning well?
- How do leaders evaluate curriculum effectiveness?

Attendance

- What attendance patterns require further focus?
- How do leaders know attendance strategies are working?

Behaviour

- What do suspension trends tell us?
- What actions have leaders taken?

School Improvement

- What evidence demonstrates impact?
- Which priorities remain challenging?

Accountability

- How do leaders know improvement activity is successful?

Governor Monitoring Activity

Academy Improvement Link Governor

The Academy Improvement Link Governor should:

- Meet termly with leaders.
- Review AIP priorities.
- Review milestone progress.
- Review evidence of impact.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Focusing only on attainment data
- ✗ Ignoring attendance and behaviour trends
- ✗ Becoming involved in teaching judgements
- ✗ Monitoring activities rather than impact

Summary

Governors focus on:

- Outcomes
- Improvement
- Impact
- Assurance

Governors monitor educational performance. Leaders deliver educational improvement.

Governance and Inspection

Introduction

Inspection is a normal part of the education system.

Governors are not inspectors and should never attempt to inspect their academy. However, governors should understand their role in supporting school improvement and providing strategic oversight.

What Inspectors May Ask Governors

Inspectors may explore how governors:

- Understand academy priorities
- Monitor safeguarding
- Monitor SEND provision
- Understand attendance and behaviour
- Seek assurance regarding educational outcomes
- Challenge and support leaders

Governors Should Be Able To Explain

- The academy's key priorities
- How governors monitor progress
- How safeguarding assurance is obtained
- How SEND provision is monitored
- How stakeholder views are considered
- How governors support improvement

Governors are not expected to know operational detail.

Useful Responses

Governors should feel confident saying:

"The Board receives regular reports and seeks assurance through governor monitoring visits, stakeholder feedback and leadership reporting."

"Our role is to monitor strategic priorities rather than manage operational delivery."

"Governors seek assurance that systems are effective and outcomes are improving."

Remember

Inspectors are interested in:

- Governance understanding
- Strategic oversight
- Assurance
- Appropriate challenge

Governors do not need to demonstrate operational expertise.

SECTION 12 STAKEHOLDER ENGAGEMENT

INTRODUCTION

Stakeholder engagement is one of the core functions of governance.

Effective governance requires governors to understand the experiences and perspectives of the people the Trust serves.

This includes:

- Pupils
- Parents
- Staff
- Communities

Purpose

This section explains:

- Why stakeholder engagement matters
- Governance responsibilities
- Sources of stakeholder insight

- How governors engage effectively

Why This Matters

Strong engagement:

- Improves decision-making
- Increases trust
- Strengthens accountability
- Improves organisational culture
- Supports school improvement

Governors should not make decisions in isolation from the communities they serve.

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Understand stakeholder views
- ✓ Monitor engagement activity
- ✓ Review stakeholder feedback
- ✓ Ensure appropriate consultation takes place
- ✓ Use stakeholder insights to inform governance

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Day-to-day communication
- ✓ Managing engagement activities
- ✓ Conducting surveys
- ✓ Responding to feedback
- ✓ Managing complaints

Strategic Governance

Governors should:

- ✓ Review stakeholder trends
- ✓ Monitor engagement effectiveness
- ✓ Seek assurance regarding communication
- ✓ Evaluate stakeholder feedback

Operational Leadership

Governors should not:

- ✗ Conduct complaints investigations
- ✗ Manage communication channels
- ✗ Promise actions to stakeholders
- ✗ Become representatives

Pupil Voice

Pupil voice helps governors understand:

- School culture
- Safety
- Inclusion
- Learning experiences

Governors should seek assurance that pupil voice is:

- ✓ Meaningful
- ✓ Inclusive

✓ Acted upon

Parent Voice

Governors should review:

- Survey findings
- Parent engagement activity
- Feedback themes
- Consultation outcomes

Governors should remember:

Parent Governors are not representatives of parents.

Staff Voice

Staff voice provides valuable information regarding:

- School culture
- Workload
- Wellbeing
- Improvement activity

Governors should review:

- Survey outcomes
- Staff feedback themes
- Staff wellbeing information

Community Engagement

Governors should understand:

- Community needs
- Community priorities
- Community partnerships

This supports effective decision-making and strategic understanding.

What Good Looks Like

Effective stakeholder engagement demonstrates:

- ✓ Consultation
- ✓ Communication
- ✓ Transparency
- ✓ Visible governance
- ✓ Responsiveness
- ✓ Inclusion

Sources of Assurance

Governors should review:

- Parent surveys
- Pupil surveys
- Staff surveys
- Consultation reports
- Governor visits
- Stakeholder meetings

Strategic Questions

Parents

- How do we know parents feel informed?
- How do leaders respond to feedback?

Pupils

- How do we know pupils feel safe?
- How does pupil feedback influence decisions?

Staff

- What themes are emerging?
- What actions have leaders taken?

Community

- How visible is governance?

Common Governance Mistakes

- ✗ Becoming complaints handlers
- ✗ Relying on anecdotal feedback
- ✗ Assuming one stakeholder group represents all views
- ✗ Failing to consider pupil voice

Summary

Stakeholder engagement is a core governance responsibility.

Governors should seek assurance that stakeholder voices are:

- Heard
- Understood
- Considered
- Reflected in decision-making

Governors understand stakeholder views. Leaders manage stakeholder engagement.

SECTION 13 HEALTH AND SAFETY GOVERNANCE**INTRODUCTION**

Health and Safety is a core governance responsibility and forms an important part of safeguarding, risk management and organisational assurance.

Governors play a critical role in ensuring that academies provide safe and compliant environments for pupils, staff, visitors and contractors.

Health and Safety governance is not about inspecting premises or carrying out compliance activity. It is about ensuring that leaders have effective systems, processes and controls in place and that risks are appropriately managed.

Purpose

This section explains:

- Governance responsibilities for Health & Safety
- The role of the Local Academy Board
- The role of the Health & Safety Link Governor
- Assurance arrangements
- Monitoring expectations

Why This Matters

Effective Health & Safety governance helps to:

- Protect pupils and staff
- Maintain compliance with statutory requirements
- Reduce organisational risk
- Support safeguarding
- Improve organisational resilience
- Protect Trust assets and reputation

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Monitor Health & Safety arrangements
- ✓ Review compliance reports
- ✓ Monitor accident and incident trends
- ✓ Review emergency arrangements
- ✓ Monitor significant risks
- ✓ Seek assurance that statutory testing is completed
- ✓ Monitor Health & Safety culture
- ✓ Appoint a Health & Safety Link Governor

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Implementing Health & Safety procedures
- ✓ Managing risks
- ✓ Conducting inspections
- ✓ Completing statutory checks
- ✓ Managing incidents
- ✓ Managing contractors
- ✓ Maintaining premises
- ✓ Delivering training

Strategic Governance

Governors should:

- ✓ Review compliance information
- ✓ Review risk information
- ✓ Review trends
- ✓ Review audits
- ✓ Seek evidence-based assurance

Operational Leadership

Governors should not:

- ✗ Conduct compliance inspections
- ✗ Manage Health & Safety systems
- ✗ Conduct investigations
- ✗ Direct premises work
- ✗ Approve individual risk assessments

Key Areas Governors Should Monitor

Risk Management

Governors should seek assurance that:

- Significant risks are identified
- Risk registers are maintained
- Mitigating actions are effective

Fire Safety

Governors should seek assurance regarding:

- Fire Risk Assessments
- Fire drills

- Fire equipment testing
- Emergency evacuation procedures

Statutory Compliance

Governors should review assurance regarding:

- Electrical inspections
- Gas inspections
- Legionella monitoring
- Asbestos management
- Fire compliance
- Play equipment inspections

Educational Visits

Governors should understand:

- Risk assessment arrangements
- Approval processes
- Emergency procedures

Governors should not approve individual visits unless required by Trust procedures.

Premises Security

Governors should receive assurance regarding:

- Site security
- Visitor management
- Access control
- Lockdown procedures

Accidents and Incidents

Governors should review:

- Accident trends
- Near misses
- Staff injury information
- Lessons learned

The focus should be on trends and organisational learning rather than individual incidents.

What Good Looks Like

Effective Health & Safety governance demonstrates:

- ✓ Strong compliance culture
- ✓ Well-managed risks
- ✓ Up-to-date statutory checks
- ✓ Effective reporting
- ✓ Positive Health & Safety culture
- ✓ Clear accountability
- ✓ Safe environments

Sources of Assurance

Governors should review:

- Compliance reports
- Risk registers
- Accident reports
- External audit reports
- Premises reports
- Governor monitoring visits

- Health & Safety policies

Strategic Questions

Risk

- What are the most significant risks facing the academy?
- How are those risks being managed?

Compliance

- Are any statutory checks overdue?
- How do leaders know compliance arrangements are effective?

Culture

- How is Health & Safety communicated to staff?
- How do leaders know staff understand expectations?

Premises

- Are there significant premises concerns?
- What priorities require future investment?

Assurance

- How do leaders know Health & Safety systems are working?

Governor Monitoring Activity

Health & Safety Link Governor

The Health & Safety Link Governor should:

- Meet with leaders termly.
- Review compliance information.
- Undertake monitoring activity.
- Review risk information.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Conducting operational inspections.
- ✗ Becoming involved in incident investigations.
- ✗ Focusing on individual accidents.
- ✗ Assuming compliance based on absence of incidents.
- ✗ Failing to review audit findings.

Summary

Health & Safety governance is about assurance rather than operational management.

Governors seek assurance that environments are safe. Leaders manage Health & Safety arrangements.

SECTION 14 SECURITY, CYBER SECURITY AND DIGITAL GOVERNANCE

INTRODUCTION

Digital systems are now essential to almost every aspect of school operation.

Schools rely upon technology to support:

- Teaching and learning
- Safeguarding
- Attendance management
- Communication
- Finance
- Human resources
- Data storage

Cyber security is therefore a governance issue rather than simply an IT issue.

Purpose

This section explains:

- Cyber governance responsibilities
- Digital assurance expectations
- Data protection oversight
- Artificial Intelligence governance
- Digital resilience

Why This Matters

Cyber incidents can:

- Disrupt learning
- Disrupt safeguarding systems
- Cause data breaches
- Damage reputation
- Create significant financial costs

Governors therefore require assurance that digital risks are appropriately managed.

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Monitor cyber risks
- ✓ Review response arrangements
- ✓ Review business continuity
- ✓ Seek assurance regarding cyber controls
- ✓ Monitor AI governance
- ✓ Monitor data protection compliance

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Managing digital systems
- ✓ Managing cyber incidents
- ✓ Delivering cyber controls
- ✓ Implementing security arrangements
- ✓ Managing technology infrastructure

Strategic Governance

Governors should:

- ✓ Review risks
- ✓ Monitor digital resilience
- ✓ Review external audits
- ✓ Review training compliance
- ✓ Review business continuity arrangements

Operational Leadership

Governors should not:

- ✗ Configure systems
- ✗ Manage IT operations
- ✗ Troubleshoot incidents
- ✗ Make technical decisions

Cyber Security

Governors should seek assurance regarding:

- Access Controls
- Multi-Factor Authentication
- User Account Management
- Backup Arrangements
- Disaster Recovery
- Incident Response
- Vulnerability Management
- Business Continuity

Governors should seek assurance that:

- Critical systems are identified.
- Backups are tested.
- Recovery procedures exist.
- Response plans are reviewed.

Data Protection

Governors should understand:

- GDPR responsibilities
- Data breaches
- Information asset management
- Privacy obligations

However, governors should focus on assurance rather than operational compliance activity.

Artificial Intelligence (AI)

AI use within education is increasing rapidly.

Governors should seek assurance regarding:

- Approved AI tools
- Data protection compliance
- Staff training
- Safeguarding considerations
- AI governance arrangements.

What Good Looks Like

Effective cyber governance demonstrates:

- ✓ Cyber risks captured in risk registers
- ✓ Appropriate training
- ✓ Strong cyber culture
- ✓ Effective response arrangements
- ✓ Business continuity planning
- ✓ Effective AI governance

Sources of Assurance

Governors should review:

- Risk registers
- Cyber audits
- External reviews
- Data protection reports
- Cyber training information

- Business continuity reports

Strategic Questions

Cyber Security

- What are our most significant cyber risks?
- How do leaders know controls are effective?

Training

- Have staff received cyber training?
- How do leaders know training is effective?

Response

- How often are response plans tested?
- What lessons have been learned?

AI

- What AI tools are being used?
- How are risks being monitored?

Governor Monitoring Activity

Cyber & Digital Governance Link Governor

The Cyber & Digital Governance Link Governor should:

- Meet with relevant leaders.
- Review cyber assurance information.
- Review AI governance.
- Review digital risks.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Treating cyber security as solely an IT issue.
- ✗ Focusing only on technology.
- ✗ Ignoring business continuity.
- ✗ Failing to review training arrangements.
- ✗ Ignoring AI governance.

Summary

Cyber security is now a core governance responsibility.

Governors seek assurance that digital systems are resilient and secure. Leaders manage digital systems and cyber operations.

SECTION 15 CAREERS EDUCATION, INFORMATION AND GUIDANCE (POST-16)

INTRODUCTION

High-quality careers education supports pupils and students to make informed decisions, understand future opportunities and progress successfully into employment, training or higher education.

This section is particularly relevant to CAPA College and any future Trust post-16 provision.

Purpose

This section explains:

- Careers governance responsibilities
- The Gatsby Benchmarks
- Careers Link Governor responsibilities
- Destination monitoring

- Progression assurance

Why This Matters

Effective careers provision:

- Raises aspirations
- Improves progression outcomes
- Supports social mobility
- Strengthens employability
- Supports curriculum relevance

Governors have an important role in ensuring careers provision remains ambitious and effective.

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Review careers strategy
- ✓ Monitor destination outcomes
- ✓ Monitor Gatsby Benchmarks
- ✓ Review progression information
- ✓ Seek assurance regarding careers provision

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Delivering careers programmes
- ✓ Managing partnerships
- ✓ Organising encounters and experiences
- ✓ Delivering guidance
- ✓ Collecting destination information

Strategic Governance

Governors should:

- ✓ Monitor outcomes
- ✓ Review destination data
- ✓ Review Gatsby performance
- ✓ Review progression pathways

Operational Leadership

Governors should not:

- ✗ Deliver careers guidance
- ✗ Organise activities
- ✗ Manage employer relationships

The Gatsby Benchmarks

Governors should understand the eight Gatsby Benchmarks.

1. A Stable Careers Programme
2. Labour Market Information
3. Addressing Individual Needs
4. Linking Curriculum to Careers
5. Encounters with Employers

6. Experiences of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

Destinations

Governors should seek assurance regarding:

- Higher Education
- Apprenticeships
- Employment
- Training
- NEET Information

The focus should be on trends and progression outcomes rather than individual students.

What Good Looks Like

Effective careers governance demonstrates:

- ✓ Clear careers strategy
- ✓ Strong progression outcomes
- ✓ Positive destination data
- ✓ Employer engagement
- ✓ Student preparedness
- ✓ Ambitious opportunities

Sources of Assurance

Governors should review:

- Careers strategies
- Destination reports
- Gatsby reviews
- Student feedback
- Employer engagement reports

Strategic Questions

Careers Strategy

- How do leaders know careers provision is effective?

Destinations

- Where are students progressing to?
- What trends are emerging?

Gatsby Benchmarks

- Which benchmarks are strongest?
- What areas require further development?

Student Experience

- What do students tell us about careers guidance?

Governor Monitoring Activity

Careers Link Governor

The Careers Link Governor should:

- Meet with careers leaders.
- Review destination information.
- Review Gatsby Benchmark progress.
- Report findings to the Board.

Common Governance Mistakes

- ✗ Focusing only on destination percentages.
- ✗ Monitoring individual students.
- ✗ Ignoring student voice.
- ✗ Treating careers provision as a compliance activity.

Summary

Governors should focus on:

- Progression
- Opportunity
- Aspirations
- Outcomes

Governors seek assurance that careers provision prepares students successfully for their next stage. Leaders deliver careers programmes and guidance.

SECTION 16 GOVERNOR MONITORING VISITS

INTRODUCTION

Governor monitoring visits are one of the most valuable ways governors develop understanding of their academy.

Monitoring visits help governors understand:

- School culture
- Strategic priorities
- Policy implementation
- Academy context
- Leadership challenges
- Progress against improvement priorities

Monitoring visits should complement, not replace, information received through meetings and reports.

Purpose

This section explains:

- Why governor visits take place
- Expectations of governors
- Expectations of leaders
- Reporting arrangements
- Governance boundaries

Why This Matters

Without regular engagement with the academy, governance can become disconnected from reality.

Monitoring visits help governors:

- Understand context
- Gather evidence
- Strengthen relationships
- Improve governance discussions
- Triangulate information

Effective visits provide valuable assurance and improve the quality of challenge within board meetings.

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Understand academy priorities

- ✓ Participate in monitoring activities
- ✓ Observe strategic priorities in practice
- ✓ Review evidence
- ✓ Ask strategic questions
- ✓ Report findings

Leaders Are Responsible For

Leaders are responsible for:

- ✓ Organising visits
- ✓ Sharing information
- ✓ Explaining provision
- ✓ Providing evidence
- ✓ Responding to questions

Strategic Governance

Governor visits should focus on:

- ✓ Strategic priorities
- ✓ Implementation
- ✓ Culture
- ✓ Assurance
- ✓ Improvement priorities
- ✓ Stakeholder perspectives

Operational Leadership

Governor visits should not:

- ✗ Judge teaching
- ✗ Conduct lesson observations
- ✗ Review staff performance
- ✗ Conduct inspections
- ✗ Investigate concerns
- ✗ Direct staff

Types of Governor Visits

Link Governor Visits

Focused visits linked to a delegated responsibility.

Examples:

- Safeguarding
- SEND
- Health & Safety
- Academy Improvement
- Careers
- Cyber Governance

Induction Visits

For new governors.

These help governors understand:

- School context
- Leadership structure
- Priorities

- Culture

Thematic Visits

Focused on a strategic issue.

Examples:

- Attendance
- Behaviour
- Wellbeing
- Inclusion

Stakeholder Engagement Visits

Focused on understanding:

- Parent voice
- Pupil voice
- Staff experiences

Planning a Visit

Before visiting, governors should:

Review Relevant Information

This may include:

- Improvement priorities
- Link governor reports
- Leadership reports
- Policies

Clarify the Purpose

Visits should always have a clear focus.

For example:

Reviewing implementation of safeguarding priorities.

rather than:

General safeguarding visit.

Agree Arrangements

Governors should:

- Confirm timings
- Confirm attendees
- Confirm visit focus

During the Visit

Governors should:

- ✓ Observe
- ✓ Listen
- ✓ Ask strategic questions
- ✓ Seek evidence
- ✓ Focus on agreed priorities

Governors should not:

- ✗ Judge
- ✗ Evaluate performance
- ✗ Influence operational decisions

Reporting Visits

Following every monitoring visit, governors should produce a short report on the visit report link

[Governor Visit Form – Fill in form](#)

The report should include:

Focus

What was reviewed?

Evidence

What information was gathered?

Key Findings

Strengths and areas requiring further consideration.

Questions for Governance

What should the Board explore further?

What Good Looks Like

Effective governor visits demonstrate:

- ✓ Clear purpose
- ✓ Strategic focus
- ✓ Professional relationships
- ✓ Evidence gathering
- ✓ Clear reporting
- ✓ Appropriate challenge

Sources of Assurance

Visits should be triangulated with:

- Board reports
- Performance information
- Stakeholder feedback
- Audits
- External reviews

Strategic Questions

Culture

- How do leaders know this is working?
- What evidence supports this?

Implementation

- How consistently is this being applied?
- What impact is being achieved?

Improvement

- What has improved?
- What barriers remain?

Common Governance Mistakes

- ✗ Turning visits into inspections.
- ✗ Observing individual staff performance.
- ✗ Making operational recommendations.
- ✗ Reviewing individual pupils.

- ✗ Making promises to stakeholders.
- ✗ Visiting without a clear purpose.

Summary

Governor visits should always provide:

- Understanding
- Assurance
- Context
- Evidence
-

Governors visit to understand and assure. Leaders remain responsible for delivery and management.

SECTION 17 MEETINGS, PAPERS AND EFFECTIVE QUESTIONING

INTRODUCTION

Board meetings are where governance decisions are made.

The quality of governance discussions depends upon:

- Preparation
- Appropriate information
- Effective questioning
- Constructive challenge
- Evidence-based decision making

Purpose

This section explains:

- Meeting expectations
- Governor preparation
- Effective questioning
- Constructive challenge
- Assurance-focused discussion

Why This Matters

Strong governance meetings:

- Support better decisions
- Improve accountability
- Increase assurance
- Strengthen leadership

Weak meetings often focus on:

- Operational detail
- Anecdotal information
- Historical discussion
- Insufficient challenge

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Read papers
- ✓ Attend prepared
- ✓ Ask strategic questions
- ✓ Review evidence
- ✓ Challenge appropriately
- ✓ Participate constructively

Leaders Are Responsible For

Leaders should:

- ✓ Provide accurate information
- ✓ Provide evidence
- ✓ Present reports clearly
- ✓ Support effective discussion

Reading Board Papers

Governors should review:

Key Findings

- Risks
- Trends
- Areas of Concern
- Areas of Success
- Actions Required

Effective Questioning

Effective governance relies upon effective questions.

The most powerful governor question is:

How do we know?

Types of Governor Questions

Assurance Questions

- How do we know this is effective?
- What evidence supports this?

Impact Questions

- What difference has this made?
- How is impact being measured?

Risk Questions

- What risks concern leaders?
- What happens if progress stalls?

Improvement Questions

- What happens next?
- What further improvements are planned?

Questions to Avoid

Governors should avoid:

- ✗ Operational questions
- ✗ Individual case questions
- ✗ Questions about individual staff
- ✗ Questions that have already been answered in reports

Strategic Governance

Governors should:

- ✓ Seek assurance
- ✓ Explore evidence
- ✓ Understand impact
- ✓ Review trends

Operational Leadership

Governors should not:

- ✗ Re-run leadership meetings
- ✗ Solve operational problems
- ✗ Manage implementation

What Good Looks Like

Effective board discussions demonstrate:

- ✓ Curiosity
- ✓ Respect
- ✓ Strategic focus
- ✓ Challenge
- ✓ Evidence
- ✓ Accountability

Sources of Assurance

Governors should use:

- Reports
- Performance data
- External reviews
- Audits
- Monitoring visits
- Stakeholder information

Strategic Questions

Example Strategic Questions

Safeguarding

- How do leaders know safeguarding training is effective?
- What evidence demonstrates a strong safeguarding culture?
- What safeguarding themes are emerging?

SEND

- How do leaders know SEND provision is effective?
- How are outcomes improving for pupils with SEND?
- What do parents and pupils tell us?

Standards

- Which pupil groups require additional focus?
- How do leaders know improvement activity is working?
- What barriers remain?

Attendance

- Which attendance trends concern leaders most?
- What evidence demonstrates improvement?

Stakeholder Engagement

- How do leaders know communication is effective?
- What themes are emerging from stakeholder feedback?

Cyber Security

- What are the most significant digital risks?
- How do leaders know controls remain effective?

Health and Safety

- What are the academy's highest Health and Safety risks?
- How do leaders know compliance systems are effective?

Common Governance Mistakes

- ✗ Arriving unprepared.

- ✗ Asking operational questions.
- ✗ Dominating discussion.
- ✗ Failing to challenge.
- ✗ Accepting assertions without evidence.

Summary

Good governance begins with preparation and effective questioning.

Governors seek evidence. Leaders provide assurance.

SECTION 18 COMPLAINTS, PANELS AND HEARINGS

INTRODUCTION

From time-to-time governors may be required to participate in formal panels and hearings.

These responsibilities require governors to act fairly, objectively and in accordance with Trust policies and legal requirements.

Unlike routine governance activity, panel work is quasi-judicial and requires a different mindset.

Purpose

This section explains:

- Panel responsibilities
- Complaints governance
- Suspension and exclusion reviews
- Appeals and hearings
- Confidentiality expectations

Why This Matters

Poorly managed hearings can:

- Undermine confidence
- Result in appeals
- Damage relationships
- Create legal risks

Effective panel conduct protects:

- Pupils
- Staff
- Families
- Governors
- The Trust

Governance Responsibilities

Governors Are Responsible For

Governors may:

- ✓ Serve on complaints panels
- ✓ Serve on appeal panels
- ✓ Review suspensions
- ✓ Review exclusions
- ✓ Participate in hearings

Leaders Are Responsible For

Leaders:

- ✓ Manage complaints initially

- ✓ Conduct investigations
- ✓ Implement decisions
- ✓ Manage operational processes

Strategic Governance

Governors should:

- ✓ Follow procedure
- ✓ Act fairly
- ✓ Review evidence
- ✓ Reach decisions objectively
- ✓ Maintain confidentiality

Operational Leadership

Governors should not:

- ✗ Investigate complaints
- ✗ Act as advocates
- ✗ Promise outcomes
- ✗ Discuss cases outside hearings

Complaints Panels

Governors may be asked to hear complaints where previous stages have been exhausted.

The role of the panel is to:

- Review evidence
- Consider process
- Consider fairness
- Reach objective conclusions

Governors should not arrive with predetermined views.

Suspension and Exclusion Reviews

Governors may review:

Suspensions

Permanent Exclusions

Governors should focus on:

- Whether procedures were followed
- Whether decisions were reasonable
- Whether evidence supports decisions

Governors should avoid re-investigating incidents.

Staff Hearings and Appeals

Governors may participate in:

- Grievance hearings
- Disciplinary appeals
- Capability appeals

These matters are highly confidential.

Principles of Fairness

Panel members should demonstrate:

- Impartiality
- Openness
- Objectivity

- Confidentiality
- Procedural Fairness
- Conflicts of Interest

Governors should withdraw where conflicts exist.

Examples include:

- Personal relationships
- Prior involvement
- Potential bias

If unsure, governors should seek advice from the Governance Professional.

What Good Looks Like

Effective panel members:

- ✓ Prepare thoroughly
- ✓ Listen carefully
- ✓ Review evidence
- ✓ Remain impartial
- ✓ Respect confidentiality
- ✓ Follow procedure

Sources of Assurance

Panel decisions should be based upon:

- Evidence presented
- Policy requirements
- Procedural compliance
- Applicable guidance

Not:

- Rumour
- Personal opinion
- External commentary

Strategic Questions

Process

- Was procedure followed?

Evidence

- What evidence supports the decision?

Fairness

- Was the process fair and reasonable?

Proportionality

- Was the outcome proportionate?

Common Governance Mistakes

- ✗ Discussing cases outside hearings.
- ✗ Acting as investigators.
- ✗ Arriving with formed opinions.
- ✗ Contacting parties outside procedures.
- ✗ Allowing personal relationships to influence decisions.

Summary

Panel work is amongst the most sensitive work governors undertake.

Governors must remain:

- Fair

- Objective
- Impartial
- Confidential

Governors review decisions through established procedures. Leaders remain responsible for operational management and investigations.

SECTION 19 GOVERNOR CONDUCT, ETHICS AND ACCOUNTABILITY

INTRODUCTION

Governance depends upon trust.

Pupils, families, staff, communities, Trustees and regulators must have confidence that governors act ethically, professionally and in the best interests of the academy and its pupils.

Every governor represents both their academy and Enhance Academy Trust and is expected to demonstrate the highest standards of integrity, objectivity and accountability.

Purpose

This section explains:

- Expected standards of behaviour
- Governor conduct requirements
- Confidentiality expectations
- Conflicts of interest
- Collective responsibility
- Governor accountability

Why This Matters

Governors make decisions that affect:

- Children and young people
- Staff
- Families
- Public funding
- Community confidence

Poor conduct can:

- Undermine governance effectiveness
- Damage relationships
- Create legal and reputational risks
- Reduce public confidence

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Act in the best interests of pupils
- ✓ Maintain confidentiality
- ✓ Declare interests
- ✓ Behave professionally
- ✓ Act collectively
- ✓ Follow Trust policies
- ✓ Support effective governance

Governors Are Not Responsible For

- ✗ Pursuing personal interests
- ✗ Representing pressure groups
- ✗ Sharing confidential information
- ✗ Using governance for personal advantage
- ✗ Circumventing agreed processes

The Nolan Principles of Public Life

Every governor is expected to uphold the seven Nolan Principles.

- **Selflessness** Act solely in the public interest.
- **Integrity** Avoid improper influence.
- **Objectivity** Base decisions on evidence.
- **Accountability** Be accountable for decisions and actions.
- **Openness** Act transparently wherever possible.
- **Honesty** Be truthful and straightforward.
- **Leadership** Promote and demonstrate high standards.

Collective Responsibility

Governance decisions are collective decisions.

Once a decision has been reached and formally agreed:

- ✓ Governors support the agreed position.
- ✓ Governors uphold collective decisions publicly.
- ✓ Governors continue to act as one Board.

Governors may disagree during discussion, but once the Board reaches a decision, collective responsibility applies.

Confidentiality

Governors receive sensitive information concerning:

- Pupils
- Families
- Staff
- Finance
- Safeguarding
- Complaints
- Employment matters

Governors must:

- ✓ Keep confidential matters confidential.
- ✓ Store information securely.
- ✓ Use Trust systems appropriately.
- ✓ Follow data protection expectations.

Governors must not:

- ✗ Share confidential information.
- ✗ Discuss Board business inappropriately.
- ✗ Share information on social media.
- ✗ Discuss confidential matters with stakeholders.

Conflicts of Interest

All governors must complete declarations of interest annually.

Governors should immediately declare:

- Financial interests
- Business interests
- Family relationships
- Personal interests
- Potential conflicts

Managing Conflicts

Where a conflict exists, governors may need to:

- Declare the interest.
- Withdraw from discussion.
- Withdraw from decision-making.

Examples include:

- Employment matters involving family members.
- Procurement decisions involving governor businesses.
- Issues directly affecting a governor's child.

Equality, Diversity and Inclusion

Governors should promote:

- ✓ Equality
- ✓ Fairness
- ✓ Inclusion
- ✓ Accessibility
- ✓ Diversity

Governors should challenge discrimination and ensure decision-making reflects the needs of all pupils.

Social Media and Public Communications

Governors must exercise caution in public communication.

Governors should:

- ✓ Follow Trust expectations.
- ✓ Maintain professional standards.
- ✓ Respect confidentiality.
- ✓ Support agreed governance decisions.

Governors should not:

- ✗ Discuss confidential matters online.
- ✗ Comment publicly on governance business.
- ✗ Engage in disputes with stakeholders online.
- ✗ Publish information gained through governance activities.

Artificial Intelligence and Responsible Use

Governors may use AI tools responsibly for:

- Learning
- Research
- Drafting notes
- Understanding governance topics

Governors must not:

- ✗ Upload confidential information into public AI tools.
- ✗ Upload identifiable pupil information.
- ✗ Upload staffing information.
- ✗ Upload safeguarding information.

Governors remain personally responsible for ensuring information is accurate and appropriate.

What Good Looks Like

An effective governor:

- ✓ Acts professionally
- ✓ Maintains confidentiality
- ✓ Declares interests promptly
- ✓ Supports collective decisions
- ✓ Upholds Trust values
- ✓ Demonstrates integrity

Sources of Assurance

- Governor declarations
- Governor Code of Conduct
- Board evaluations
- Governance reviews
- Attendance records

Strategic Questions

- Are governors modelling the behaviours expected of others?
- Are governance arrangements transparent and accountable?
- Are conflicts managed effectively?
- Do governors support a culture of integrity?

Common Governance Mistakes

- ✗ Sharing confidential information.
- ✗ Pursuing individual agendas.
- ✗ Failing to declare interests.
- ✗ Using social media inappropriately.
- ✗ Acting independently of the Board.

Summary

Effective governance relies upon trust, professionalism and integrity.

Governors are ambassadors for the academy, the Trust and the pupils they serve.

SECTION 20 GOVERNOR TRAINING AND DEVELOPMENT

INTRODUCTION

Effective governance requires continuous learning. Education, governance, safeguarding, digital governance and compliance expectations change regularly. Governors must therefore remain informed and committed to their own development. Strong governance depends upon knowledgeable and confident governors.

Purpose

This section explains:

- Training expectations
- Mandatory development requirements
- Governance development pathways
- Skills audits
- Succession planning

Why This Matters

Well-trained governors are better able to:

- Challenge effectively
- Understand data
- Monitor performance
- Review risks
- Support improvement
- Fulfil statutory responsibilities

Governance Responsibilities

Governors Are Responsible For

Governors should:

- ✓ Engage in professional development
- ✓ Complete mandatory training
- ✓ Maintain current knowledge
- ✓ Share learning
- ✓ Support governance effectiveness

The Trust Is Responsible For

The Trust should:

- ✓ Provide training opportunities
- ✓ Support governor development
- ✓ Maintain induction arrangements
- ✓ Promote governance effectiveness

Mandatory Training

All governors are expected to complete:

- Governance Induction
- Safeguarding
- Cyber Security
- Keeping Children Safe in Education (KCSIE)
- Code of Conduct
- Data Protection Awareness
- Prevent
- Equality and Inclusion Awareness

Recommended Development

Governors are encouraged to undertake additional training in:

- SEND Governance
- Health & Safety Governance
- Cyber Governance
- Complaints and Panels
- SIAMS
- School Improvement
- Careers Governance
- Attendance and Behaviour

The Role of NGA Learning Link

The Trust subscribes to governance development resources through programme and NGA Learning Link access for governors.

Governors should actively use available learning opportunities.

Skills Audits

Governors should periodically evaluate:

- Knowledge
- Skills
- Experience

Skills audits help identify:

- Development needs
- Succession planning opportunities
- Recruitment priorities

Governance Career Pathway

Governors may develop through a variety of governance roles:

- New Governor
- Experienced Governor
- Link Governor
- Vice Chair
- Chair
- Trustee

The Trust encourages governors to continue developing governance expertise.

Log your training on the link below:

[Governor Training Log – Fill in form](#)

Succession Planning

Effective boards plan ahead.

Governors should support:

- Future Chairs
- Future Vice Chairs
- Future Link Governors
- Leadership continuity

What Good Looks Like

An effective governor:

- ✓ Undertakes training
- ✓ Remains informed
- ✓ Reflects on practice
- ✓ Applies learning
- ✓ Supports other governors

Sources of Assurance

- Training records
- Skills audits
- Governance reviews
- Governor evaluations

Strategic Questions

- Do governors have the skills they need?
- Where are development gaps?
- How effective is governor induction?
- Are future governance leaders being developed?

Common Governance Mistakes

- ✗ Viewing induction as sufficient training.
- ✗ Ignoring changes in legislation.
- ✗ Failing to undertake safeguarding updates.
- ✗ Assuming expertise replaces training.

Summary

Effective governors are active learners.

Strong governance depends upon knowledgeable governors who continuously develop their skills and understanding.

SECTION 21 GOVERNOR INDUCTION PROGRAMME

INTRODUCTION

Starting a governance role can feel overwhelming.

Governors are immediately introduced to:

- Governance structures
- Safeguarding responsibilities
- SEND responsibilities
- Performance information
- Trust policies
- Academy priorities

A structured induction programme helps governors become confident, informed and effective more quickly.

Purpose

This section outlines the Trust's recommended induction programme for new governors.

Why This Matters

Effective induction:

- Improves confidence
- Strengthens governance
- Reduces uncertainty
- Improves retention
- Accelerates effectiveness

Governance Responsibilities

New Governors Are Responsible For

- ✓ Engaging fully in induction
- ✓ Completing mandatory training
- ✓ Reading provided materials
- ✓ Attending meetings
- ✓ Seeking support when needed

The Trust and Board Are Responsible For

- ✓ Providing induction materials
- ✓ Supporting development
- ✓ Assigning support where appropriate
- ✓ Providing training opportunities

Month 1

Welcome and Orientation

The governor should:

- ☐ Receive this manual.
- ☐ Meet the Chair.
- ☐ Meet the Headteacher/Principal.
- ☐ Receive meeting dates.
- ☐ Review the academy website.
- ☐ Review governance information.

Compliance Checks

- ☐ DBS completed.
- ☐ Declarations completed.
- ☐ Code of Conduct signed.

Training

- ☐ Governance induction completed.
- ☐ Safeguarding training completed.
- ☐ KCSIE reviewed.

Attending Your First Board Meeting

Attending Your First Board Meeting

It is completely normal to feel uncertain before your first governance meeting.

Before the Meeting

- ✓ Read the papers
- ✓ Identify key priorities
- ✓ Make notes
- ✓ Highlight anything you do not understand
- ✓ Prepare one or two questions

During the Meeting

- ✓ Listen carefully
- ✓ Ask questions
- ✓ Seek clarification if required
- ✓ Focus on understanding
- ✓ Participate when comfortable

After the Meeting

- ✓ Reflect on what you learned
- ✓ Review any actions
- ✓ Follow up on unanswered questions
- ✓ Continue developing your understanding

Remember

You are not expected to be an expert immediately.

Effective governors develop knowledge and confidence over time through training, meetings, monitoring activities and experience.

Month 2–3

Academy Understanding

The governor should:

- ☐ Visit the academy.
- ☐ Understand improvement priorities.
- ☐ Review strategic documentation.
- ☐ Meet key leaders.

Governance Development

- ☐ Attend Board meetings.
- ☐ Review reports.
- ☐ Observe governance processes.

Month 4–6

Governance Contribution

The governor should:

- ☐ Ask strategic questions.
- ☐ Participate in discussions.
- ☐ Undertake monitoring activity.
- ☐ Develop understanding of delegated responsibilities.

Month 6 Review

The Chair should discuss:

- Confidence levels
- Training completed
- Areas requiring further support
- Future development opportunities

Year 1 Development

The governor should aim to:

- ☒ Attend governance events
- ☒ Undertake role-specific training
- ☒ Participate in monitoring
- ☒ Develop confidence in challenge and assurance
- ☒ Complete a self-review

Governor Mentor Programme

Where appropriate, a mentor may:

- Support understanding
- Explain governance processes
- Answer questions
- Provide informal guidance

What Good Looks Like

A successfully inducted governor:

- ☒ Understands governance responsibilities
- ☒ Understands strategic boundaries

- ✓ Participates confidently
- ✓ Undertakes development
- ✓ Contributes effectively

Sources of Assurance

- Training records
- Attendance records
- Mentor feedback
- Chair review discussions
- Governance evaluations

Strategic Questions

- How effective is induction?
- Are new governors receiving appropriate support?
- How quickly are new governors contributing?

Common Governance Mistakes

- ✗ Assuming governors will learn informally.
- ✗ Overloading new governors with information.
- ✗ Delaying training.
- ✗ Failing to provide support.

Summary

A structured induction programme helps new governors become effective more quickly and strengthens governance across the Trust.

EFFECTIVE GOVERNANCE BEGINS WITH EFFECTIVE INDUCTION.

APPENDIX 1 GOVERNOR GLOSSARY

Academy Improvement Plan (AIP): The academy's strategic plan for improvement. It sets out priorities, actions, milestones and intended outcomes for the year. Governors use the AIP to monitor progress and seek assurance that improvement activity is having the intended impact.

Accountability: The responsibility to explain, justify and evidence decisions and actions. Governors hold leaders to account and are themselves accountable for the effectiveness of governance.

Assurance: The confidence governors gain that leaders, systems and processes are effective and that risks are being appropriately managed. Assurance should come from multiple sources rather than a single report or opinion.

Challenge : Constructive questioning designed to improve understanding, accountability and improvement.

Effective challenge is:

- Evidence-informed
- Respectful
- Strategic
- Focused on impact

Challenge is a key part of good governance.

Cohort: A group of pupils sharing a common characteristic, for example:

- Year 6 pupils
- Pupils with SEND
- Disadvantaged pupils
- Boys or girls

Governors should always understand cohort size when considering performance data. Small cohorts can significantly affect percentages.

Code of Conduct: The document which sets out the behaviours, standards and expectations governors agree to follow. It is underpinned by the Nolan Principles of Public Life.

Compliance: Ensuring that statutory duties, policies, governance requirements and legal obligations are fulfilled. Governors should seek assurance that compliance arrangements are effective.

Conflict of Interest: A situation where personal, professional, financial or family interests could influence, or appear to influence, decision-making. All governors must declare interests and withdraw from discussions where appropriate.

Culture: The values, behaviours and experiences that define what it feels like to learn, work and govern within an organisation.

Governors should seek assurance regarding:

- School culture
- Safeguarding culture
- Inclusion
- Staff wellbeing
- Leadership culture

Culture is often described as "what happens when nobody is looking".

Designated Safeguarding Lead (DSL): The senior leader responsible for safeguarding and child protection arrangements within an academy.

The DSL leads safeguarding practice, referrals, training and compliance. Governors seek assurance regarding the effectiveness of safeguarding leadership.

Evidence: The information governors use to support challenge, assurance and decision-making.

Examples include:

- Data
- Reports
- Audits
- Stakeholder feedback
- Governor visits
- External reviews

Effective governance is evidence-led rather than opinion-led.

Governance Professional: The professional who supports effective governance through advice, compliance, governance administration and procedural support.

Within Enhance Academy Trust this support is provided through the Trust Governance and Compliance function together with clerking support arrangements.

Link Governor: A governor with a specific area of governance focus who undertakes monitoring activity and reports findings back to the Local Academy Board.

Examples include:

- Safeguarding
- SEND
- Health and Safety
- Academy Improvement
- Cyber Governance

Link Governors provide assurance. They do not hold operational responsibility.

Local Academy Board (LAB): A committee of the Trust Board responsible for providing local challenge, support and assurance within delegated responsibilities. LABs do not operate independently of the Trust Board.

Monitoring Visit: A planned governance activity undertaken to seek understanding, evidence and assurance regarding a specific strategic priority. Monitoring visits are not inspections and should never be used to judge staff performance.

Nolan Principles: The seven principles of public life that underpin governance:

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

All governors are expected to uphold these principles.

Ofsted: The Office for Standards in Education, Children's Services and Skills.

Governors should understand how they:

- Support improvement.
- Seek assurance.
- Monitor priorities.

Governors are not inspectors.

Operational Leadership: The day-to-day management and running of the academy.

Examples include:

- Managing staff
- Managing pupils
- Managing budgets
- Delivering curriculum

Operational leadership is the responsibility of leaders rather than governors.

Quorum: The minimum number of governors required for a meeting to make decisions.

If a meeting is not quorate, decisions cannot normally be formally approved.

Risk: Anything that may prevent the academy from achieving its objectives.

Governors should seek assurance that significant risks are:

- Identified
- Assessed
- Monitored
- Managed

Examples include safeguarding, attendance, cyber security and compliance risks.

Scheme of Delegation: The document that explains:

- Who can make decisions.
- What authority has been delegated.
- Where accountability sits.

All governors should understand the Scheme of Delegation.

Scrutiny: The process of analysing evidence, asking questions and reviewing information to gain assurance.

Scrutiny should always focus on strategic priorities and outcomes.

Strategic Governance: The activities of:

- Oversight
- Assurance
- Accountability
- Challenge
- Monitoring

Governors are responsible for strategic governance rather than operational leadership.

Stakeholder

Anyone with an interest in the academy and its success.

This may include:

- Pupils
- Parents
- Staff
- Trustees
- Communities
- Partners

Governors should seek assurance that stakeholder views are understood and considered.

Strategic Question

A question focused on:

- Impact
- Outcomes
- Improvement
- Assurance
- Risk

Examples include:

- How do leaders know?
- What evidence supports this?
- What impact is being achieved?

Strategic questions focus on systems rather than individuals.

Triangulation: The process of comparing multiple sources of evidence before drawing conclusions.

For example, safeguarding assurance may come from:

- DSL reports
- Audits
- Governor visits
- Pupil voice

Triangulation helps strengthen assurance.

Clerk: The professional responsible for supporting governance meetings through agenda distribution, minute taking and procedural administration.

DBS: Disclosure and Barring Service check used to help ensure suitability for roles involving children.

KCSIE: Keeping Children Safe in Education. Statutory safeguarding guidance that all governors must read and understand.

SIAMS: Statutory Inspection of Anglican and Methodist Schools.

Trust Board: The corporate governing body legally accountable for Enhance Academy Trust.

SEND Acronyms and Terms

APDR: Assess → Plan → Do → Review. The graduated approach used to identify, support and review SEND provision.

EHCP: Education, Health and Care Plan. A statutory plan describing a child or young person's needs and required provision.

SEND: Special Educational Needs and Disabilities.

SENCO: Special Educational Needs Coordinator. The leader responsible for coordinating SEND provision within the academy.

OAP : Ordinarily Available Provision. The support and adaptations that mainstream schools should routinely provide from their own resources.

SEMH: Social, Emotional and Mental Health needs.

ASD: Autism Spectrum Disorder.

SLCN: Speech, Language and Communication Needs.

APPENDIX 2 GOVERNANCE RESOURCES

Essential Reading

- Governor Handbook
- Scheme of Delegation - [FINAL-Scheme-of-Delegation-September-2026.pdf](#)
- Code of Conduct 2026 [Declaration of Business Interests and Governor Code of Conduct 2026 – Fill in form](#)
- KCSIE - [Keeping children safe in education 2026: September 2026](#)
- Academy Improvement Plan – available from the school

Governance Support

- Governance and Compliance Professional
- Clerk
- WES Governor Services

Useful Websites

- NGA - [For Schools & Trusts | National Governance Association](#)
- NGA Learning Link - [Learning Link e-learning for school governors and trustees | National Governance Association](#)
- DfE Governance Guidance - [Academy trusts: governance guide - GOV.UK](#)
- National Cyber Security Centre - [Cyber security training for school staff | National Cyber Security Centre](#)
- Church of England Education Office (for SIAMS schools) [ESP Online](#)

Useful Links

School Visit Form - [Governor Visit Form – Fill in form](#)

Training completion log - [Governor Training Log – Fill in form](#)