



Academy Governance Committee (AGC) Handbook

Document date: March 2024



Together, pursuing life in all its fullness

Version	Date	Author	Changes
v1.0	July 2021	Louise Beale	Initial Issue
V1.1	July 2021	Louise Beale	Correct naming error on page 27
V1.2	March 2024	Louise Beale	Reviewed with minor updates

Review frequency	3 years
Review date	March 2024
Ratified by	Trust Leadership Team
Date of ratification	4 th March 2024
Lead/owner	Head of Operation and Compliance
Target audience	AGC members
Document reference	POL-GV04

The electronic version is the definitive version of this document.

Contents

1.0 Introduction

- 1.1 The Seven Principles of Public Life

2.0 The Diocese of Coventry Multi Academy Trust

- 2.1 About the Trust
- 2.2 Academies in the Trust
- 2.3 The Diocese Board of Education (DBE)

3.0 The Role of the AGC

- 3.1 Core Functions of the AGC
- 3.2 Effective AGCs
- 3.3 AGCs DO (Strategic)
- 3.4 AGCs DON'T (Operational)

4.0 Structure of the AGC

- 4.1 Parent AGC Members
- 4.2 Staff AGC Members
- 4.3 Community AGC Members
- 4.4 Foundation AGC Members
- 4.5 AGC Member Role Description
- 4.6 Associate Members
- 4.7 Clerk to the AGC
- 4.8 AGC Chair and Vice Chair
 - 4.8.1 Election of Chair and Vice Chair
- 4.9 AGC Lead Roles
 - 4.9.1 General Responsibilities for All Lead Roles
 - 4.9.2 Academy Improvement Plan (AIP) Lead
 - 4.9.3 Safeguarding Lead
 - 4.9.4 SEND Lead
 - 4.9.5 Pupil Premium Champion
 - 4.9.6 Privacy Champion
 - 4.9.7 Development and Training Lead
 - 4.9.8 Parental and Community Engagement Lead
 - 4.9.9 Lead for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches
 - 4.9.10 Wellbeing Lead
 - 4.9.11 Careers and Employer Engagement Lead
- 4.10 The Academy Leadership Team
- 4.11 Panels
- 4.12 End of Term / Resignation

5.0 AGC Member Induction

- 5.1 Induction Process
- 5.2 DBS Checks for AGC Members
- 5.3 National Database of Governors
- 5.4 What Makes an Effective AGC Member

- 5.5 Confidentiality
- 5.6 AGC Members and the Law
- 5.7 Register of Business and Pecuniary Interests
- 5.8 Personal Relationships
- 5.9 Time Off Work for AGC Member Duties
- 5.10 Help with Expenses
- 5.11 Top Tips for ACG Members in the First 12 Months
- 5.12 Dealing With Parental Complaints
- 5.13 Advice for Parent AGC Members
- 5.14 Visiting the Academy

6.0 Meetings of the AGC

- 6.1 Frequency, Notice & Duration of Meetings
- 6.2 Being Prepared for Meetings
- 6.3 Attendance
- 6.4 Agenda
- 6.5 Quorum
- 6.6 Minutes
- 6.7 Annual Planner

7.0 Training

- 7.1 Training Offered by the Trust
- 7.2 Training Offered by the Diocese Board of Education (DBE)
- 7.3 Local Authority Training

8.0 Sources of Help and Support

9.0 Jargon Buster

- 9.1 Terminology
- 9.2 Acronyms and Abbreviations

Appendix 1

- Safeguarding Lead Example Questions
- SEND Lead Example Questions
- Pupil Premium Champion Example Questions
- Development and Training Lead Example Questions
- Parental and Community Engagement Lead Example Questions
- Wellbeing Lead Example Questions
- Careers and Employer Engagement Lead Example Questions

1.0 Introduction

The Academy Governance Committee (AGC) plays a vital role in ensuring the best possible education for the children in our academies.

The AGC at each academy is part of wider governance across the Multi Academy Trust. AGCs work alongside the Trust Board of Directors, Central Team and Senior Leadership at the academies to ensure the best outcomes for pupils at their academy and across the trust. The roles and delegated functions across the trust are set out in the Scheme of Delegation (SoD), you will need to familiarise yourself with the SoD.

This document is intended to give guidance to AGC Members, signpost key information and where to find it, and outline the Trust AGC Member induction process.

1.1 The Seven Principles of Public Life

The seven principles of public life defined by the Nolan Committee (The Committee on Standards in Public Life) apply to all in public service. This includes people who are elected or appointed to public office, nationally and locally. The following are the seven principles of conduct that underpin the work of public authorities and are to be adopted throughout the Diocese of Coventry Multi Academy Trust.

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

2.0 The Diocese of Coventry Multi Academy Trust

2.1 About the Trust

The Diocese of Coventry Multi Academy Trust (DMAT) was established in 2013 with one core **object**: to advance for the public benefit education in the United Kingdom.

All academies in the Diocese of Coventry Multi Academy Trust will be recognised for their distinctive and inclusive Christian ethos and for the impact that this has on raising educational standards. Each academy will demonstrate its Christian distinctiveness by providing an inspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

All academies in the trust will be expected to deliver a distinctively Christian education. It is who we are, it underpins our vision, and it drives what we do. In doing so, all our academies will demonstrate how they are fulfilling the four basic elements in the Church of England's Vision for Education:

- Wisdom
- Hope
- Community
- Dignity

Church schools continue to stand at the centre of the Church's **mission** to the nation and the distinctively Christian ethos of a church school underpins everything we do.

Whenever you walk into an academy run by The Diocese of Coventry Multi Academy Trust it will be immediately clear that you are walking into a church school. We don't change the distinctiveness of a school when it joins us. Instead, we add genuine value, we ensure the Christian identity that should run through all Church schools shines brightly and we ensure that the Church of England's Vision for Education is being lived every day.

Our **vision**, based on John 10:10, is for every adult, every child, and every academy in our trust to come together in order that we may **pursue life in all its fullness**. We have a vision of building a better future for all within our academies, who in turn will positively impact their communities.

To achieve our object, mission and vision, the Trust has a Strategic plan that focuses on five key stakeholder groups and recognises that these groups will flourish together, far better than they will flourish alone. The objectives of the 2023-28 Strategic plan are to:

- Support colleagues to flourish
- Support children to flourish
- Support those involved with governance to flourish
- Support families to flourish
- Support the wider church school family to flourish

The School Improvement Model:

The Diocese of Coventry Multi Academy Trust is committed to providing support from a member of the dedicated, skilled, and experienced education team to work with AGC Members and senior leaders at every academy regardless of their Ofsted grading. A member of the education team will work with AGC Members and senior leaders at the academy to develop a bespoke development package and facilitate the sharing of good practice and school to school support both within the Trust, with external partners and schools outside the Trust.

The School improvement offer is detailed on the Information Hub here: ***Information hub/Education/School Improvement***

2.2 Academies in the Trust

As of March 2024, there are currently 22 academies within the Multi Academy Trust across Coventry and Warwickshire. We believe that by working together as a family of academies built on the foundations of a strong Christian ethos and through sharing our skills, expertise and support we can achieve our aims whilst providing a high quality educational experience for pupils and their families. There has been great progress across the Trust since opening and the value of being part of the Diocese of Coventry Multi Academy Trust has been recognised by Ofsted inspectors.

To find out more about the academies within our Trust please visit: <http://www.covmat.org/>

2.3 The Diocese Board of Education (DBE)

Every Diocese has a Diocesan Board of Education (DBE). Coventry Diocesan DBE is responsible for all 75 church schools within the Diocese of Coventry. The DBE established the Trust initially to support church schools within the Diocese wishing to become an academy. The Coventry DBE is the sponsor of the sponsored academies within the Trust.

The DBE has the following functions:

- To promote or assist in the promotion of education in the Diocese, being education which is consistent with the faith and practice of the Church of England.
- To promote or assist in the promotion of religious education and religious worship in schools in the Diocese.
- To promote or assist in the promotion of church schools in the Diocese and to advise the governors of such schools and trustees of church educational endowments and any other body or person concerned on any matter affecting church schools in the Diocese. This function is delegated to the Multi Academy Trust for our academies in the first instance.
- To promote cooperation between the Board and bodies or persons concerned in any respect with education in the Diocese.

The DBE empowers others to be courageous, equipping them to deliver excellent Christian education so that all will flourish to achieve their full human potential.

The DBE and the Trust work closely together but are separate legal entities reporting to separate Boards. The DBE and the Trust fulfil different roles and provide different services to the academies. The DBE is the overarching body under which the Trust was formed.

3.0 Role of the Academy Governance Committee

3.1 Core Function of the Academy Governance Committee

The AGC is a corporate body, which means:

- No AGC Member can act on her / his own without proper authority from the Committee;
- All AGC Members carry equal responsibility for decisions made;
- Although appointed through different routes (i.e. parents, staff, community, foundation) the overriding concern of all AGC Members must be the welfare of the academy and Trust as a whole.

The AGC has the following purpose:

The role of the Academy Governance Committee is to ensure high standards of achievement for all children and young people in the school by:

- providing support, monitoring and challenge around educational experience and performance;
- supporting church, community and stakeholder engagement;
- supporting alignment with Trust strategy, approach, ethos, vision and values.

3.2 Effective Committees

Based on Learning from the best, Ofsted 2011

- Positive relationships between AGC Members, Directors, members of the Central Team and school leaders are based on trust, openness and transparency.
- Effective AGCs systematically monitor their academy's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared.
- AGC Members should consistently ask for more information, explanation, or clarification. This makes a strong contribution to robust planning for improvement.
- AGC Members should be well informed and knowledgeable because they are given high-quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs.
- Outstanding AGC Members are able to support the academy and the trust to make hard decisions in the interests of pupils.
- Outstanding governance supports honest, insightful self-evaluation by the academy, recognising problems and supporting the steps needed to address them.
- Absolute clarity about the different roles and responsibilities of the Headteacher, Directors, Central Team and AGC Members underpins the most effective governance. Protocols, specific duties and terms of reference are made explicit in the Scheme of Delegation and the AGC Terms of Reference.

- Effective AGCs are driven by a core of key AGC Members such as the Chair and Lead AGC member roles. They see themselves as part of a team and build strong relationships with the Headteacher, senior leaders, Central Team, Directors and other AGC Members.
- AGC Members should visit their academy regularly and talk with staff, pupils, and parents. Clear protocols for visits ensure that the purpose is understood by academy staff and AGC Members alike. Alongside the information they are given about the academy, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.
- Academy leaders and AGC Members behave with integrity and are mutually supportive. Academy leaders recognise that AGC Members provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making.
- AGC Members should use the skills they bring, and the information they have about the academy, to ask challenging questions, which are focused on improvement, and hold leaders to account for pupils' outcomes.
- Time should be used efficiently by AGC Members - use clear procedures for delegating tasks, for example Lead AGC Member roles or well organized sub-committees or task and finish groups, in the instances where these might be required. Sub-committees and Task and Finish Groups should have clear terms of reference; provide high levels of challenge and use AGC Members' expertise to best effect. Systems should be in place for sharing information and reporting back to the AGC. This does not merely reiterate what has already been discussed in detail by the sub-committee but focuses on the key points and decisions. No decisions should be taken by sub-committees unless delegated to do so.
- AGC meetings should work on the principle that reports and papers have been read in advance so that meetings can focus on discussion.
- The role of the Clerk to the AGC is pivotal to ensuring that statutory duties are met, meetings are well organised and AGC Members receive the information they need in good time. Consequently, AGC Members come to meetings well prepared and with pertinent questions ready so that they can provide constructive challenge.
- A detailed timeline of activities, maintained by the Clerk and linked to the academy development plan and the Trust AGC planning calendar, provides a clear structure for the work of AGC Members and ensures that their time is used appropriately. Sub-committee meetings should be planned to take place at the best time to feed back in to AGC meetings. All actions taken by sub-committees should be reported back to the AGC at the next meeting or sooner if necessary.
- Only the Chair is delegated to act as an individual in emergency situations, any such actions must be reported back to the AGC at the next meeting.
- AGC Members should use their external networks and professional contacts to fill any identified gaps in the collective skills of the AGC.
- Clear induction procedures for new AGC Members help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.

- AGCs should constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.

3.3 AGCs DO (Strategic)

The work of the AGC is strategic not operational, the following are examples, not an exhaustive list. AGC's DO for example:

- Help to decide the priorities for the academy when the academy improvement plan is being developed.
- Monitor progress against the academy improvement plan.
- Contribute to setting targets for pupil achievement.
- Compare the performance of their academy to similar schools.
- Receive information about the quality of teaching in the academy.
- Adhere to the Trust published strategy and policies for dealing with parental complaints and concerns.
- Consult the Headteacher when making decisions.
- Ask challenging questions.
- Support the development of academy policies and procedures.
- Consider the use of academy premises outside of school hours.
- Ensure that Trust wide policies and procedures such as data protection and exclusions are implemented and applied at the academy.
- Engage in Headteacher performance management along with representation from the central team.
- Report concerns with staffing matters such as performance and capability, complaints, grievance, discipline, or safeguarding concerns to the Trust central HR team.
- Support the development and embedding of Christian Distinctiveness within the academy.

3.4 AGCs Don't (Operational)

The work of the AGC is strategic not operational, the following are examples, not an exhaustive list. AGC's DON'T for example:

- Deal with staffing matters such as performance and capability, complaints, grievance, discipline issues or where safeguarding concerns are raised about a member of staff – all these should be reported to the Trust central HR team.
- Report on the quality of teaching after visiting the academy.
- Authorise expenditure or make payments.
- Decide on how pupils are taught different subjects.
- Have the right to exclude a pupil.
- Write the academy's policies on their own.
- Rubberstamp recommendations from the Headteacher.
- Automatically approve all apologies for absence for meetings sent by AGC members – where apologies are not received or not accepted, AGC members should be marked as not in attendance.
- Write the Self-Evaluation or Academy Improvement plan.
- Set the budget or staffing levels for the academy.

4.0 Structure of the AGC

The membership of the AGCs is set out in the terms of reference for the committees, and ensures a balance of stakeholders by including minimum numbers of the following:

- Parent AGC Members
- Staff AGC Members (including an ex-officio Headteacher position)
- Community AGC Members
- Foundation AGC Members (including an ex-officio Clergy position)

The Term of Office for all AGC Members (except ex-officio positions) is 4 years. The Chair is elected annually.

All AGC Members have the following responsibilities:

- To uphold the values and ethos of the Trust;
- To support the work of the Diocese of Coventry Multi Academy Trust;
- To have strategic oversight of the academy, to monitor pupil achievement and attainment, to oversee the quality of teaching and learning;
- To challenge and support the academy and its staff in its pursuit of excellence and continuous improvement;
- To develop a detailed knowledge of the academy community as a whole through focused visits;
- To be supportive of the academy, its Headteacher and staff;
- To attend meetings of the AGC and any sub-committees that they are appointed to.

Personal qualities of an AGC Member:

- Integrity and good interpersonal skills;
- A genuine interest and enthusiasm for education;
- A willingness and capacity to serve for four years;
- A willingness and capacity to learn.

4.1 Parent AGC Members

Parent AGC Members must have a child currently at the academy at the time of election and are elected by the other parents at the academy (they may be elected unopposed without a ballot, or recruited to the position if there are no nominations for an election). A parent AGC Member cannot be reappointed at the end of their term of office but may stand for re-election if they still have a child at the academy.

'Parent' is defined for the purposes of parent AGC Members as including 'any individual who has parental responsibility for a child or young person attending the academy'. It includes a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child. Every parent is entitled to be nominated as a parent AGC Member and to vote in the parent AGC Member elections. Someone who has parental responsibility or day-to-day care of a pupil is also eligible to serve and to vote.

Parents are not eligible to become parent AGC Members if they work more than 500 hours per year at the academy at the time of election or appointment.

The role and responsibilities of parent AGC Members are no different from those of other AGC Members. Parent AGC Members are not delegates and do not speak 'on behalf' of the parent body but bring a parental perspective to the issues discussed. The main difference is

that parents are elected to the AGC, not appointed (unless there are fewer candidates than vacancies).

As a parent AGC Member it will sometimes feel that you have to know everything about the academy but cannot talk about it; you have to be on everyone's side; people imagine that you have loads of free time and you have to be able to juggle all these expectations.

As a parent you will already be an expert juggler, but developing your role as an AGC Member will take time. You are not alone. There is advice, help and support you can tap into and reading this guidance note is the first step.

Parent AGC Members are:

- Well placed to understand parents' views and to remind the AGC how matters being discussed affect parents.
- Individuals. How you make decisions on any matters is up to you.
- In a good position to help the AGC to communicate effectively with parents.
- Equal in status to all other AGC Members.
- NOT expected to gather the views of other parents and take them to the AGC.
- NOT simply expected to represent the interests of parents.
- NOT a link between parents and the AGC.
- NOT expected to vote as instructed by other parents.

Benefits of being a Parent AGC Member:

- You have a very privileged and responsible role.
- You have the opportunity to make a difference, not only for your children, but for children in years to come.
- You have the opportunity to make a difference for other parents, and to influence the way in which the academy works with them.
- You will learn a lot and develop new skills.

Tips for fulfilling your role:

- Attend AGC meetings regularly and play an active role in committees and decision-making.
- Learn all you can about the academy.
- Consider how the AGC communicates with parents? Could you help them to improve links?
- How accessible is the academy – how easy is it for parents to go into the academy to discuss things with the Headteacher or teachers? Could you give feedback to help the academy to be more open and welcoming?
- How accessible are the AGC Members – do parents ever get the opportunity to meet with AGC Members; do they know how to get in touch with the Chair of the AGC if they need to? Could you encourage the AGC to be more visible?
- Learn how the academy handles complaints and read the complaints policy. If another parent approaches you with a complaint, advise them to speak to the Headteacher.
- Be approachable to other parents, but make sure you are clear about your role.
- Always represent the academy positively.
- As an AGC Member you are one of a group and must never act alone.
- Always support the decisions of the AGC. Have your say on decisions in meetings and vote in the way you wish; but then support the outcomes of votes – even if you disagree with them.
- Always, observe confidentiality. You will get to know a lot of highly sensitive and confidential information – do not discuss it with anyone who is not an AGC Member. Remember, an AGC Member can be suspended for serious breaches of confidentiality.

4.2 Staff AGC Members

Staff AGC Members must be employed at the academy. Staff AGC Members are elected (they may be elected unopposed without a ballot, or recruited to the position if there are no nominations for an election), except for the Headteacher or Executive Headteacher (where appointed) who hold an ex-officio (by virtue of their position) staff AGC Member position on the AGC. A staff AGC Member cannot be reappointed at the end of their term of office but may stand for re-election.

Any teaching and support staff paid to work at the academy and who work for more than 500 hours in total in the year, are eligible to join the AGC. To be eligible to stand for election and to vote in the election:

- A teacher must be employed under a contract of employment;
- A support staff member must be employed under a contract of employment or contract for services.

Staff who are eligible for election as staff AGC Member (i.e. who are paid to work at the academy) are not eligible to serve as parent or community AGC Members at their academy. Staff can, however, vote in parent AGC Member elections if they are parents and can be governors at another school. Their employment status will not affect their qualification for governorships in these categories at another school.

The role and responsibilities of staff AGC Members are no different from those of other AGC Members. Staff AGC Members are not delegates and do not speak 'on behalf' of the staff body but bring a staff perspective to the issues discussed. The main difference is that staff members are elected to the AGC, not appointed (unless there are fewer candidates than vacancies).

Staff AGC Members are:

- Well placed to understand staff views and to remind the AGC how matters being discussed affect members of staff.
- Individuals. How you make decisions on any matters is up to you.
- In a good position to help the AGC to communicate effectively with other members of staff.
- Equal in status to all other AGC Members.
- NOT expected to gather the views of other members of staff and take them to the AGC.
- NOT simply expected to represent the interests of members of staff.
- NOT a link between staff and the AGC.
- NOT expected to vote as instructed by other members are staff.

4.3 Community AGC Members

Where possible community AGC Members governors are recruited with skills that complement and enhance the existing skill base of the AGC. Community AGC Members are recruited by the AGC who have the local contacts, but they are appointed by the Trust Governance Committee.

The role and responsibilities of community AGC Members are no different from those of other AGC Members.

Community AGC Members are:

- Well placed to understand the community perspective and to remind the AGC how matters being discussed affect the local community.
- Individuals. How you make decisions on any matters is up to you.
- In a good position to help the AGC to communicate effectively with other members of the local community.
- Equal in status to all other AGC Members.
- NOT expected to gather the views of other members of the local community and take them to the AGC.
- NOT simply expected to represent the interests of the local community.
- NOT expected to vote as instructed by other members of the local community.

4.4 Foundation AGC Members

Foundation AGC Members are nominated by the Parochial Church Council (PCC) and appointed by the Diocesan Board of Education (DBE), acting in their capacity as sponsor for the Trust. Foundation AGC Members have a specific role in preserving and developing the Christian ethos of the academy. One ex-officio foundation position is reserved for the incumbent (or substitute) from the parish in which the academy exists.

Aside from the role outlined above, the role and responsibilities of Foundation AGC Members are no different from those of other AGC Members.

Foundation AGC Members are:

- Well placed to understand the Christian perspective and to remind the AGC how matters being discussed affect the local community.
- Individuals. How you make decisions on any matters is up to you.
- In a good position to help the AGC to communicate effectively with other members of the local community.
- Equal in status to all other AGC Members.
- NOT expected to gather the views of other members of the local community and take them to the AGC.
- NOT simply expected to represent the interests of the local community.
- NOT expected to vote as instructed by other members of the local community.

4.5 AGC Member Role Description

To contribute to the work of the AGC in ensuring high standards of achievement for all children and young people in the academy by:

- providing support, monitoring and challenge around educational experience and performance;
- supporting church, community and stakeholder engagement;
- supporting alignment with Trust strategy approach, ethos, vision and values.

As part of the AGC, an AGC Member is expected to:

1. Contribute to the strategic discussions at AGC meetings which determine:
 - the vision, ethos and values of the academy;
 - clear and ambitious strategic priorities and targets for the academy that all children, including those with special educational needs, have access to a broad and balanced curriculum;

- development of the academy as a church school including relationship with local churches, the PCC and the DBE;
- support for staff and student wellbeing;
- community engagement including promotion and marketing.

2. Support management of the academy's performance by:

- monitoring actions and progress on the academy's self-evaluation (SEF) and improvement plan (AIP);
- monitoring SEND provision;
- monitoring safeguarding;
- championing Pupil Premium;
- monitoring pursuit of life in all its fullness, including Cultural capital, pupils' confidence and voice, leadership, worship and prayer opportunities;
- monitoring implementation of external education support and provision;
- monitoring implementation of careers guidance and employer engagement (secondary only);
- monitoring performance against key performance indicators;
- monitoring academy risks and related issues;
- acting as a Lead AGC Member for a specific area (for example SEND, safeguarding or an area linked to the Academy Improvement Plan), making relevant enquiries of the relevant staff, and reporting to the AGC on the progress;
- listening to and reporting to the academy's stakeholders: pupils, parents, staff, and the wider community, including local employers.

3. When required, serve on panels to:

- appoint the Headteacher and other senior leaders;
- support performance management of the Headteacher;
- hear complaints or concerns;
- hear appeals about pupil admissions or exclusions;

The role of an AGC Member is largely a thinking and questioning role, not a doing role. An AGC Member does NOT:

- write policies, budgets or staffing structures;
- undertake audits of any sort – whether financial or health & safety - even if the AGC Member has the relevant professional experience;
- spend much time with the pupils of the academy (other than for hearing views where appropriate) – if you want to work directly with children, there are many other voluntary valuable roles within the academy;
- fundraise – this is the role of the PTA – the AGC should consider income streams and identifying the potential for income generation, but not carry out fundraising tasks;
- undertake classroom observations to make judgements on the quality of teaching – the AGC monitors the quality of teaching in the academy by requiring data from the senior staff and from external sources;
- do the job of the academy staff.

As you become more experienced as an AGC Member, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a member of a trust wide Board committee).

To perform this role well, an AGC member is expected to:

- get to know the academy, including visiting the academy occasionally during school hours and in agreement with the Headteacher, and gaining a good understanding of the academy's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend meetings and read all papers before meetings;
- act in the best interests of all the pupils of the academy;
- behave in a professional manner, as set down in the Trust's Code of Conduct for Governance, including acting in strict confidence.

4.6 Associate Members

Associate members can be appointed to attend meetings and serve on sub-committees or task and finish groups to bring extra skills to an aspect of the work of the AGC. Associate members do not have voting rights. They are appointed for one year and can be reappointed at the end of their term. Associate members are not AGC Members, do not take on Lead roles and are not recorded in the instrument of government. An AGC can appoint a maximum of 2 Associate Members.

4.7 Clerk to the AGC

The role of the Clerk is to:

- Provide professional advice to the AGC on governance, constitutional and procedural matters;
- Provide effective administrative support to the AGC and its sub-committees including minute taking and convening meetings;
- Ensure the AGC is properly constituted;
- Manage all AGC information effectively in accordance with legal requirements;
- Provide support to the AGC in order to meet all of its statutory duties.

The Clerk is employed by the Trust to work for the AGC.

4.8 The AGC Chair and Vice Chair

The AGC Chair is responsible for:

- Giving a clear lead in organising the AGCs work, delegating and ensuring other AGC Members are fully involved;
- Managing meetings effectively;
- Keeping other AGC Members fully informed;
- Holding regular meetings with the Headteacher;
- Developing a strong working relationship with the CEO and Central Team;
- Co-operating with other agencies to support academy improvement.

The Chair has a pivotal role to play in helping the AGC work as a team.

The Chair must have a clear view of the role of the AGC and the Trust and understand the shared visions for the academy and know how that vision is to be achieved.

The Chair needs to be familiar with the information in the Academy Trust Handbook.

The Vice Chair supports with the work of the Chair and is ready to step into the role of the Chair should the need arise.

4.8.1 Election of Chair and Vice Chair

The election of Chair and Vice-Chair must take place annually. The election is usually carried out at the first AGC meeting of the academic year. AGC Members who are employed to work at the academy or are registered pupils at the academy are not eligible to stand for the chair or vice-chair position. The Clerk will ask all AGC Members if they wish to stand for the chair or vice-chair position prior to the notification of the meeting, at least five days in advance of the meeting where the decision will be made. Throughout the election, the Clerk and any associate members do not have voting rights.

If more than one person stands for each post they should leave the room to allow for a discussion and a vote to take place. Voting can be by showing of hands, or by secret ballot as agreed by AGC prior to the vote.

Chair and Vice Chair appointments then need to be notified to the Trust Governance Manager and to the Diocese Board of Education.

4.9 AGC Lead Roles

Lead AGC Members are members of, and are appointed by, the Academy Governance Committee to oversee specific aspects of AGC Members' responsibilities within the academy. The Lead will help the committee understand, oversee, monitor and develop a particular area of responsibility within the academy. The Lead member should ultimately enrich the whole committee's understanding of their particular area and contribute to informed decision making.

Lead roles are also a useful way for the committee to develop positive links with staff and to maintain a visible and professional profile within the academy.

Prior experience is not needed to become a Lead member in a particular subject or area. Instead, AGC members should have an interest and be willing to learn more. The Lead role is to support and challenge, lead roles should not become involved in the management functions of the academies.

A Lead AGC Member:

- takes a special interest in their particular area of responsibility;
- keeps abreast of developments locally and nationally;
- attends appropriate training;
- makes focussed visits to the academy;
- has regular contact with the person(s) within the academy with responsibilities in their particular area;
- discusses the implications of any relevant policies with appropriate staff;
- monitors how well relevant policies are operating within the academy and understands any barriers to their implementation;
- reports back each term to the AGC, making recommendations where appropriate.

All AGC Members are eligible to be Lead AGC Members, except the Headteacher. However:

- Staff AGC members shouldn't take on a Lead role where there's potential for overlap or conflict between their role as academy staff and their lead AGC Member role. For example, if the designated safeguarding lead (DSL) is a staff AGC Member,

they shouldn't be the AGC Safeguarding Lead. Conflict could just be around the AGC Member needing to look into an area lead by colleagues, or it may be an area such as wellbeing where colleagues may not feel they can speak as freely to a colleague as opposed to another AGC member.

- Associate Members cannot be AGC Leads as they are not AGC Members.

A record of visits should be completed and kept by the academy. Feedback on each visit should be presented to the committee and required actions recorded in the minutes.

The AGC Lead Roles are summarised in the following table (D numbers reference specific clauses in the Scheme of Delegation):

Lead Role	Requirements (see note A)	Can a staff AGC Member take this role
Academy Improvement Plan (AIP) Leads	Linked to specific areas of the AIP as required	No
Safeguarding Lead	Required by D30	No
SEND Lead	Required by D29 (D32 for monitoring of external education)	No
Pupil Premium Champion	Required by D33	No
Privacy Champion	Recommended by DPO	Yes, recommended to cover the need for a staff privacy Champion as well
Development and Training Lead	Recommended	Yes
Lead for Academic and Spiritual Development, Christian Distinctiveness and relationship with Churches	Recommended to cover D3, D17 and D24	No
Parental and Community Engagement Lead	Recommended to cover D19 and D20	Yes
Wellbeing Lead	Recommended to cover D18	No
Careers and Employer Engagement Lead (Secondary only)	Recommended to cover D34	Yes

4.9.1 General Responsibilities for All Lead Roles

This section outlines the general responsibilities of any Lead Member. A Lead AGC Member should:

1. Develop their knowledge of the academy and the Trust, by:
 - a. Completing any training or e-learning relevant to the lead area;
 - b. Scheduling visit dates with the academy;
 - c. Considering how the values and vision inform and are evident in the work in the Lead area;
 - d. Engaging with other AGC Member Leads across all academies in the Trust.
2. Develop their knowledge of the requirements, policies and procedures of the Lead area by:
 - a. Developing a working relationship with the relevant staff at the academy;
 - b. Building knowledge and understanding of any relevant statutory guidance;

- c. Building knowledge and understanding of the Trust and academy policies and procedures in the relevant area and ensure these comply with best practice;
 - d. Keeping up to date on issues relevant to the Lead role area and sourcing information as needed.
3. Monitor their Lead area by:
 - a. Checking that any appointments relevant to the Lead area have been made;
 - b. Checking that any statutory guidance and academy and Trust policies are being followed, including making sure that systems are in place to deliver the terms of the guidance/policy and that these are working well;
 - c. Talking to pupils and staff formally (e.g. via arranged visits) and informally (e.g. when attending academy functions) about their views on the relevant area.
 4. Lead on governance for their Lead area by:
 - a. Liaising with the Chair, Headteacher and Operations team to ensure that a review of relevant policies is scheduled into the AGC's annual plan;
 - b. Completing a record of visit after each formal visit to the academy and ensuring that this is presented at the next AGC meeting;
 - c. Sharing important information gathered via informal contact such as attendance at academy social events;
 - d. Ensuring that the outcomes of any important pieces of work in the relevant area (e.g. audit findings) are shared with the AGC.
 5. Monitor training for academy staff and AGC Members by:
 - a. Checking that relevant staff have received appropriate training at the right time/interval;
 - b. Checking that training for all academy staff includes relevant content on the lead area where appropriate. Check that this has been completed;
 - c. Ensuring that AGC Members receive training on the relevant area where appropriate.

4.9.2 Academy Improvement Plan (AIP) Lead

The Academy Improvement Plan (AIP) Lead plays a key role in ensuring that the AGC understands the academy's progress in relation to specific priorities in the AIP.

An AGC AIP Lead acts as the AGC lead in maintaining strategic oversight of the priority identified, which could be a specific curriculum area such as literacy. The AGC Lead provides a link between the AGC and the relevant staff working on the priority.

The AGC AIP Lead will:

- Meet regularly with the curriculum co-ordinator to:
 - Become informed about current policies and practices in the academy and know how the subject fits into the academy improvement plan;
 - Understand training arrangements;
 - Understand the condition and availability of resources;
 - Understand the curriculum and timetable arrangements;
 - Understand the special needs provision;
 - Understand planning, assessment and recording procedures;
 - Learn about standards of achievement and how it compares to outcomes nationally and locally.

- Visit the academy regularly to:
 - Talk to the Headteacher about the priority area;
 - Observe lessons in order to understand how the subject is taught and any particular difficulties;
 - Talk to pupils about the curriculum area.
- Support the development of parental involvement in the curriculum;
- Share good practice with other Academy Improvement Plan Leads in the Trust;
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate;
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives;
- Report back to the AGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

The AGC AIP Lead **will not**:

- Act as an inspector, but as a source of support and a critical friend to the academy;
- Name or criticise individual staff members.

4.9.3 Safeguarding Lead

Safeguarding and promoting the welfare of children are everyone's responsibility.

The Safeguarding Lead plays a key role in ensuring that the AGC understands the effectiveness of safeguarding for everyone in the academy. The AGC Member should have a good knowledge and understanding of safeguarding guidance and legislation and have the confidence to challenge academy leaders on strategies for monitoring and improving the safety and behaviour of pupils. The AGC Member should contribute to the academy's safeguarding audit.

The AGC Safeguarding Lead acts as the AGC lead in maintaining strategic oversight of the academy's safeguarding systems, checking that they are effective, and providing a link between the AGC and the Designated Safeguarding Lead (DSL). The Lead AGC member should work with the DSL to ensure that the annual report to the AGC is completed and added to the agenda of a summer term AGC meeting each year.

The AGC Safeguarding Lead will:

- Make sure the academy has suitable and up-to-date policies for:
 - Safeguarding and Child Protection
 - Behaviour (including anti-bullying)
- Make sure the academy:
 - Has safeguarding systems and procedures in place and monitor them;
 - Has an appropriate safeguarding response to children who go missing from education;
 - Has appropriate online filters and monitoring systems in place;
 - Has appointed a designated safeguarding lead (DSL);
 - Has safer recruitment processes in place;
 - Has appointed a designated teacher to promote the educational achievement of looked after and previously looked-after children, and that this person has appropriate training;
- Meet regularly with the DSL to check that:
 - The academy's policies and procedures are effective and all staff and AGC Members have had the appropriate level of training.

- That the DSL has sufficient time, resources, and training to carry out their role effectively.
- The curriculum covers safeguarding, including online safety, and reflects the risks for the young people in the local area.
- Appropriate monitoring and tracking is in place for vulnerable students, and that there is a consistent approach across the academy.
- That there are appropriate safeguards in place for students placed with Alternative Providers.
- Make sure that checks to the single central record (SCR) are happening (not checking it themselves).
- Keep the AGC board up to date with statutory guidance relating to safeguarding and child protection and any advice issued locally by the academy's safeguarding partners.
- Encourage other members of the AGC to develop their understanding of their safeguarding responsibilities.
- Share good practice with other Safeguarding Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

The Lead AGC Member for safeguarding **will not:**

- Produce a Safeguarding Report to the AGC, as this is done by the Headteacher or DSL.
- Deal with specific safeguarding incidents, but they will be notified by academy leaders when they happen.

Useful resources for the Safeguarding Lead include:

- D30 of the Scheme of Delegation.
- Example questions in Appendix 1.
- DfE guidance: [Keeping Children Safe in Education](#).
- Educare e-module: Understanding the role of the safeguarding Lead.
- NGA e-module: Compliance – Safeguarding: The Governor's Role.

4.9.4 SEND Lead

SEND (Special Educational Needs and Disabilities) relates to learners with conditions that may cause additional difficulties with learning, school activities or everyday life. Academies have a legal duty to help these pupils to engage fully in education and to do this may need to provide special provision for these pupils. AGCs should, with the Headteacher, decide the academy's general policy and approach to meeting pupils' special educational needs for those with and without statements, in line with the SEND code of practice.

The AGC needs to appoint a Lead AGC Member to have specific oversight of the academy's arrangements and provision for meeting SEND. The AGC Member is the link between the AGC and the SENDCo in relation to pupils with SEND.

The AGC SEND Lead will:

- Understand the AGC's responsibilities under the SEND Code of Practice.
- Understand the different SEND needs represented at the academy.

- Make sure the academy:
 - Makes the necessary provision for any pupil with SEND.
 - Can support pupils with medical conditions, consulting with health and social care professionals where appropriate.
 - Make reasonable adjustments in line with the Equality Act.
 - Is taking all necessary steps to eliminate discrimination and promote good relationships between all children.
 - Ensures that all pupils with SEND engage as fully as possible with everyday activities of the academy together with the children without SEND.
 - Has appointed a SENCO and they have received appropriate training.
 - Has a suitable and up to date SEND information report and policy which is published on the website.
- Meet the SENCO on a termly basis to monitor:
 - All aspects of SEND provision.
 - That the academy makes good use of its SEN budget and resources.
 - The progress of pupils with SEN.
 - Implementation of external education support and provision.
- Share good practice with other SEND Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Understand the local and national policy context for SEND.
- Report back to the AGC, ensuring that they are up to date with all issues related to SEND, consider SEND in any budget decisions and ask challenging questions about the academy SEND provision and strategies as well as making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

The Lead AGC Member for SEND **will not**:

- Act as an inspector, but as a source of support and a critical friend to the academy.

Useful resources for the SEND Lead include:

- D29 and D32 of the Scheme of Delegation.
- Example questions in Appendix 1.
- DfE guidance: [The SEND Code of Practice](#).
- The Equality Act: <https://www.legislation.gov.uk/ukpga/2010/15/contents>.
- Educare e-module: The SEND Code of Practice.

4.9.5 Pupil Premium Champion

Pupil Premium is additional funding provided by the government, intended to raise the attainment of disadvantaged pupils. For every learner at an academy who has been eligible for free school meals (FSM) in the previous six years or is/has been a Looked After Child, the academy receives extra funding from the ESFA (Education and Skills Funding Agency).

There isn't a requirement for the academy to only spend Pupil Premium funding on the children for whom it has been awarded, but the academy must show that it is using the funding effectively to meet its purpose.

The AGC is responsible for overseeing the academy's effective use of Pupil Premium funding. They must ensure that any barriers faced by disadvantaged pupils are identified and that there are strategies in place to reduce these barriers using the available funding. The role of the AGC Pupil Premium Champion is to champion disadvantaged children during AGC meetings and monitoring visits to ensure this remains a priority during all aspects of decision making.

The AGC Pupil Premium Champion will:

- Be familiar with Pupil Premium, what it is, how it is allocated, calculated, and which groups of pupils attract the premium.
- Know basic pupil premium facts for the academy, such as how many pupils attract the premium, how this figure compares with other local and similar schools, and how the money is spent. Understand relevant pupil performance data for the academy that shows the progress of different groups over time.
- Make sure the academy:
 - Is spending the Pupil Premium funding in identifiable ways to support target groups of pupils.
 - Has processes in place to ensure that Pupil Premium funding is being spent effectively and that relevant pupils are benefitting from the investment.
 - Has processes in place to monitor the progress and attainment of pupils receiving the Pupil Premium and have strategies in place to address any gaps with other pupils.
 - Is delivering relevant training to academy staff and AGC members.
 - Produces the Pupil Premium report and publishes it on its website annually.
- Share good practice with other Pupil Premium Champions in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC, ensuring that they are up to date with all issues related to Pupil Premium, promote the consideration of Pupil Premium in any decisions and ask challenging questions about the academy's use of Pupil Premium funding as well as making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

The AGC Pupil Premium Champion **will not**:

- Decide how the Pupil Premium funding is spent.

Useful resources for the Pupil Premium Champion include:

- D33 of the Scheme of Delegation.
- Example questions in Appendix 1.
- DfE's guidance: [Pupil Premium: Effective Use and Accountability](#).
- EEF (Education Endowment Foundation) guidance: [Guide to Pupil Premium](#).
- NGA e-module: Pupil Success & Wellbeing – Pupil Premium.

4.9.6 Privacy Champion

Data plays a key role in our modern education system by providing opportunities to effectively monitor the progress of learners, enabling robust evaluation of methods, promoting evidence-based practice, and providing opportunities for huge efficiency improvements in school operations.

The use of data has developed significantly in recent years. It is therefore right that the law, processes, and capabilities required for effective custodianship of children's data were updated to meet the growing demands imposed by modern data protection challenges.

Data protection is the responsibility of all staff and AGC Members, the role of the AGC Privacy Champion is to champion data protection during AGC meetings and monitoring visits to ensure this remains a priority during all aspects of academy and AGC work.

The AGC Privacy Champion will:

- Be a point of contact for Data Protection questions and queries.
- Ensure that the Data Protection principles of the Data Protection Act and the General Data Protection Regulation (GDPR) are followed.
- Liaise where possible with the academy Data Protection Champion and Academy Business Partner, or DPO where necessary.
- Provide brief guidance to colleagues regarding data protection impact assessments carried out in their service and/or refer them to the Academy Business Partner or DPO if necessary.
- Escalate difficult questions to the Academy Business Partner or DPO and co-ordinate responses.
- Support the staff and AGC Members to be aware of the requirements of the Trust's Data Protection Policy and the need to abide by the guidance contained therein.
- Promote data governance and data management within the academy.
- Offer advice and assistance when implementing data processes and guidelines, and helping to ensure that they are being followed.
- Deal with initial Data Protection queries from other AGC Members in accordance with the Data Protection Act, the GDPR and Trust policies, ensuring that these escalated to the DPO if appropriate.
- Share good practice with other Privacy Champions in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report any issues back to the AGC, promote the consideration of data protection in any context and ask challenging questions about the academy's awareness of Data Protection as well as making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Useful resources for the Privacy Champion include:

- DfE's guidance: [Data Protection Tool Kit for Schools](#).
- SchoolPro TLC Data Protection training module.

4.9.7 Development and Training Lead

Academy Governance Committees need skilled people to help them run effectively, both hard and soft skills are needed around the table. All AGC Members will need to undergo training, be it induction training, mandatory training such as safeguarding and data protection, or training in specialist areas such as SEND or Pupil Premium.

The role of the Development and Training Lead is to make sure that all AGC Members complete mandatory training and develop their skills to actively contribute to the committee.

The AGC Development and Training Lead will:

- Be a point of contact for training questions and queries.
- Liaise with the academy office to set up Educare and SchoolPro TLC access for AGC members to complete safeguarding and duty of care e-learning modules.
- Keep records of AGC member training.
- Promote training opportunities.
- Report non-completion of mandatory training or other issues to the AGC Chair.
- Share good practice with other Development and Training Leads in the Trust.

- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC and highlight any concerns or areas of improvement for action.

Useful resources for the Development and Training Lead include:

- Example questions in Appendix 1.

4.9.8 Lead for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches

The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

Together, pursuing 'life in all its fullness' (based on John 10, 10)

The Trust is committed to all academies being recognised for their distinctive and inclusive Christian ethos and for the impact that this has on raising educational standards. Each Academy will demonstrate its Christian distinctiveness by providing an inspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

The AGC Lead for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches is the lead for the AGC in understanding the Trust ethos and values, and how these can be applied to the education setting and how they are embedded in academy life.

The Lead for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches will:

- Review the academy priorities in relation to academic and spiritual development and Christian Distinctiveness (from the Academy Improvement Plan) and monitor implementation.
- Promote the embedding of the Trust ethos and values into learning so that they permeate the academy environment.
- Develop and maintain relationships with local churches, the parochial church council and the Diocese Board of Education.
- Monitor the list of visitors who contribute to academy life through presentations, leadership of prayers and worship to check that they are appropriate role models and promote Trust and academy values and ethos.
- Make sure the academy:
 - Curriculum contributes to the Christian Distinctiveness of the academy.
 - Monitors pupil engagement in faith activities such as collective worship.
 - Provides faith and Christian Distinctiveness training for staff.
 - Undertakes activities to contribute to, and promote, inter-faith projects.
- Share good practice with other Leads for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Useful resources for the Lead for Academic and Spiritual Development, Christian Distinctiveness and Relationship with Churches include:

- D3, D17 and D24 of the Scheme of Delegation.
- Diocese Board of Education website: [DBE website](#).

4.9.9 Parental and Community Engagement Lead

Our academies are at the heart of their communities. It is vital that the AGC understands its community so that it can make decisions that are in the best interests of the academy, its pupils, and staff. The Parental and Community Engagement Lead is key in understanding the relationships between the academy and its community, maximising its links with its community, and ensuring AGC input into the academy's community engagement plans and activities.

The AGC Parental and Community Engagement Lead will:

- Maintain oversight of the community engagement activity being undertaken by the academy and have input into where this could be developed or improved.
- Speak to pupils, parents, and staff about their views on the academy community engagement and ideas for improvement.
- Carry out an annual review of website compliance.
- Share good practice with other Parental and Community Engagement Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC and highlight any concerns or areas of improvement for action.

The AGC Parental and Community Engagement Lead **will not**:

- Organise events.

Useful resources for the Parental and Community Engagement Lead include:

- D19 and D20 of the Scheme of Delegation.
- Example questions in Appendix 1.
- NGA Guidance: [Parental Engagement, A Guide for Governing Bodies](#).

4.9.10 Wellbeing Lead

Wellbeing is a significant priority in academy communities and the Trust strives to support the promotion of wellbeing for all within the academies.

The AGC Wellbeing Lead role is intended to create a connection between the AGC and the wider academy to support the academy to embed its mental health and wellbeing provision across the entire academy; to champion emotional wellbeing within the academy on behalf of the AGC and to liaise with the Headteacher about their own wellbeing.

The AGC Wellbeing Lead will:

- Understand best practice and research successful ways other schools have approached mental health and wellbeing and be ready to challenge and guide on the subject.

- Understand that supporting emotional health and wellbeing of staff and pupils will also support safeguarding, attendance, and achievement within the academy and contribute to Ofsted requirements.
- Support academy leaders by taking part in the academy's self-assessment process in relation to emotional wellbeing – if necessary, leading to an academy action plan for improving wellbeing.
- Undertake an audit of the academy's provision to establish how mental health and wellbeing is planned into the everyday life of the academy as well as the curriculum.
- Promote the principles of a whole academy approach to emotional health and wellbeing and understand the questions to ask of the leadership team and the evidence to request:
 - Leadership and management that supports and champions efforts to promote emotional health and wellbeing, including identifying and training a Designated Senior Lead for Health and Wellbeing;
 - Staff development to support their own wellbeing and that of students;
 - Identifying need and monitoring impact of interventions;
 - Targeted support and appropriate referral;
 - An ethos and environment that promotes respect and values diversity.
- Visit the academy regularly and liaise with the Headteacher and the academy designated Wellbeing lead to:
 - Monitor how effectively mental health and wellbeing is present in the academy's actions – this could include learning walks, discussions with staff and pupils, etc.
 - Ensure there is sufficient time, resources and training available to enable them to carry out their role effectively.
 - Monitor that the school's policy and procedures are effective, and all staff, governors and volunteers have had the appropriate level of training (as applicable).
 - Ensure that emotional wellbeing and mental health retain a high profile in the academy.
 - Monitor key aspects of emotional wellbeing and be aware of what is being done to promote a positive environment for children and young people, for parents / carers and for the whole staff team.
 - Ensure the academy has considered how mental health and wellbeing can be embedded in the curriculum and other activities.
 - Ensure that staff and pupil voice is enabled to influence decisions.
- Ensure that emotional wellbeing and mental health are an agenda item at AGC meetings.
- Share good practice with other Wellbeing Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC, making recommendations where appropriate and highlighting any concerns or areas of improvement for action.

Useful resources for the Wellbeing Lead include:

- D18 of the Scheme of Delegation.
- Example questions in Appendix 1.

4.9.11 Careers and Employer Engagement Lead

It is a legal requirement that all schools must offer independent and impartial careers guidance from Year 8 (12-13 year olds) onwards. Along with the government, the Trust is keen for our academies to work together with employers and others to inspire young people about the world of work, and our students' real-life contacts with the world of work are central to this vision. Every secondary academy should have a member of their AGC who takes a strategic interest in careers education and guidance and encourages employer engagement.

The AGC Careers and Employer Engagement Lead will:

- Meet the academy lead for Careers and Employer Engagement on a termly basis to monitor that the academy:
 - Are providing all registered pupils at the school with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
 - Are presenting the independent careers guidance in an impartial manner.
 - Provides information on the range of education or training options, including apprenticeships and other vocational pathways.
 - Ensures that the person delivering careers guidance will promote the best interests of the pupils to whom it is given.
- Share good practice with other Careers and Employer Engagement Leads in the Trust.
- Access training offered in relation to the Lead role and share learning from this training with the AGC as appropriate.
- Take a particular interest in the relevant priority area by keeping up to date with national and local initiatives.
- Report back to the AGC and highlight any concerns or areas of improvement for action.

Useful resources for the Careers and Employer Engagement Lead include:

- D34 of the Scheme of Delegation.
- Example questions in Appendix 1.
- [Careers Guidance: Making all the difference: A guide for governors.](#)
- [Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.](#)

4.10 The Academy Leadership Team

The AGC takes part in the appointment and performance management of the Headteacher who will deliver the aims (through the day-to-day management of the academy, implementation of the agreed policy framework and school improvement strategy and delivery of curriculum) and report appropriately to the AGC.

The Headteacher is responsible for:

- The internal organisation, management and control of the academy;
- Formulating aims, objectives and policies for the AGC to consider adopting ;
- Advising on and implementing the AGCs strategic framework;
- Giving AGC Members the information they need to help the academy raise its standards;
- Reporting on progress at each AGC meeting.

The key responsibilities for the academy Leadership Team are:

- To support the Headteacher in the day to day running of the academy;
- To oversee an OFSTED area for the next inspection.

4.11 Panels

AGCs can be asked to form panels to handle a particular issue. These issues could include:

- Complaints from parents;
- Permanent exclusions of pupils;
- Admissions and appeals.

The Headteacher will let the AGC Chair know when a panel is required and will ask for volunteers to sit on the panel. A panel usually needs 3 AGC Members.

You don't need any particular qualifications or experience to sit on a panel, but training is available to support you in this role. There are some circumstances where you won't be able to be a panel member. These include:

- If you are a staff AGC Member and the issues relate to one of your colleagues;
- If you know the person who is involved well, in a personal or professional capacity;
- If you've been involved in an earlier stage of the process.

Panels are usually asked to consider whether the correct policies and procedures have been followed when the academy was dealing with a particular issue or event. The panel itself is a formal meeting, where the panel members hear evidence from both the academy and the person making the complaint or appeal, or who is the subject of the permanent exclusion.

Panels are supported by the Clerk. The Governance Manager is available to provide support and advice on the processes for panels and how to carry them out, as well as support for matching panel members from other academies if required. The clerk is responsible for arranging the panel.

4.12 End of Term / Resignation

When an AGC Member comes to the end of their term no action is required from the AGC Member unless they wish to be re-elected or re-appointed.

When a parent or staff AGC Member comes to the end of their term, the vacancy must be advertised and the election process followed as per the appointment section for the category of AGC member. The same parent or member of staff may be re-elected.

A community or foundation AGC Member can be re-appointed at the end of their term but must complete a re-appointment form and go through the appointment process.

A member of staff ceases to be a member of the AGC when they are no longer an employee of the academy.

An AGC member can resign at any time in writing to the Clerk of the AGC.

The Academy Trust Handbook states that there is 14 days to notify of an appointment or vacancy of the AGC.

We would recommend that at the start of each term the Clerk reviews the upcoming vacancies and instigates the re-appointment or election process in advance of the post becoming vacant. This will allow a hand over period for new AGC Members who may attend meetings as an observer prior to taking up their post.

5.0 AGC Member Induction

Thank you for taking on the role of AGC Member on the AGC of a Diocese of Coventry Multi Academy Trust academy. Your commitment of time and expertise is greatly valued by the Trust. We wish you a fulfilling and successful experience and for new AGC Members the induction process should help you to make a start on understanding your new role.

The purpose of the induction process is to:

- Welcome new governors to the AGC and the Trust;
- Enable new AGC Members to visit the academy and meet with the staff and pupils;
- Explain the relationship between the Trust, the Headteacher and the AGC;
- Explain the roles and responsibilities of AGC Members;
- Explain how the AGC works;
- Enable new AGC Members to make informed decisions;
- Enable new AGC Members to ask informed questions about their role and the academy.

Your Chair should assign an existing experienced AGC Member as a mentor who can support you to learn your role.

5.1 Induction Process

The key to a rewarding and fulfilling term as an AGC Member is to get to grips with the role from the start. As such the Trust asks you to take time to look at the following information. There is a lot of information here, it is NOT necessary for you to read it all in detail at first, but to be aware of it, and have it available for reference.

- Visit the academy website and the Trust website www.covmat.org to read about the ethos and values, admissions arrangements, policies etc.
- Documents and information provided by the Trust:
 - Governance Code of Conduct – to be signed and returned to the Clerk of the AGC
 - Articles of Association – this is a legal document setting out the purpose of the organisation and duties and responsibilities of those involved, including the AGC (referred to as local governing body and starting from section 100).
 - Scheme of Delegation – it is important to familiarise yourself with this document
 - Trust Governance Structure and Board Membership.
 - Register of Interests form – to be completed and returned to the Clerk.
 - AGC Terms of Reference.
 - AGC training requirements document.
 - Trust email address and access to AGC sharepoint area.
 - Log in for AGC Member e-learning induction module here.
- Documents or links to the following academy documents provided by the Clerk to the AGC:
 - Academy Development Plan
 - Copy of the last Headteacher's report to the AGC
 - A recent report on pupil data.

- Ofsted reports & performance tables.
 - Current academy prospectus.
 - List of AGC members, committees, lead roles etc.
 - A copy of the staffing structure of the academy, including names and other responsibilities.
 - Copies of minutes of the 2 previous AGC meetings.
 - Calendar of AGC meetings, academy terms and holidays, and major events for the current academy year.
- The Academy Trust Handbook, here: <https://www.gov.uk/guidance/academy-trust-handbook>
 - The DfE's Governance Handbook and Competency Framework, here: <https://www.gov.uk/government/publications/governance-handbook> .

We also ask that you complete the following:

- Training as set out in the document provided and available from the Information Hub here: [AGC Member Training](#)
- A visit to the academy to experience day to day academy life (we would encourage you to visit the academy regularly throughout your time as an AGC Member).
- A skills audit to find out more about what you can offer – ask the Clerk to the AGC to provide you with the document for this.
- Talk to your mentor and don't be afraid to ask for help.

5.2 DBS Checks for AGC Members

The Trust require all AGC members to have an enhanced DBS check. All newly appointed / elected ACG or Associate members will need to be checked as part of the appointment process.

5.3 National Database of Governors

Everyone involved in the governance of an academy, multi-academy trust or maintained school holds an important public office. As part of their drive to increase transparency on who governs our schools, the Department for Education requires us to collect and provide information about those sitting on the AGC

The following information is made publicly available:

- Full name (including title);
- Appointing body (eg board, foundation, parents etc);
- Date of appointment;
- Date term of office ends / ended if in last year.

The following information is required for the database, but is not made public:

- Postcode;

- Direct email address for chair.

The governance data that is not publicly available is encrypted within the system and access is restricted to a small number of users who need it to fulfil their official responsibilities.

5.4 What Makes an Effective AGC Member

- Caring about improving children’s educational attainment;
- Wanting to work as part of a team - valuing and respecting the contribution made by different people;
- Being willing to listen, learn and ask questions;
- Being open to ideas and having a feel for what is important to people;
- Being enthusiastic;
- Committing time and energy;
- Attending relevant training;
- Committing time to attending meetings and visiting the academy.

5.5 Confidentiality

AGC meetings are not open to the public. Visitors may attend by invitation if agreed by the Chair but may be asked to leave if a confidential item is discussed. AGC Members observe confidentiality regarding proceedings of the AGC in meetings and from their visits to the academy as AGC Members. How an individual AGC Member votes should always be regarded as confidential. The minutes of any part of the meeting that are confidential should be kept separate. In the main, confidential items will be those where the privacy of an individual needs to be respected.

AGC Members should take care with all information provided, ensure it is stored and disposed of securely in accordance with Trust and academy privacy policies. Your covmat email address should be used to send and receive information at all times

5.6 AGC Members and the Law

The Trust board is the legally accountable body. The Headteacher and the AGC support the staff and the Central Team to fulfil their legal responsibility. The Trust’s Scheme of Delegation and Terms of Reference set out who is responsible for what. The AGC needs to ensure compliance – not necessarily perform the tasks themselves, for example, the AGC should check that policies and guidance are being followed or that the duty to publish statutory information on the website is being done.

The intention of the law is that governors should be accountable and business should be transparent with any confidential items being kept to a minimum. Remember:

- “Must” means law;
- “Should” means strongly recommended;
- “May” means the AGCs choice.

5.7 Register of Business and Pecuniary Interests

AGC Members and academy staff have a responsibility to avoid any conflict between their business and personal interests or affairs and the interests of the academy. Each AGC

Member is required to complete the register of business and pecuniary interests each year. A copy for you to sign is included in the supporting information and needs to be returned to the Clerk of the AGC.

5.8 Personal Relationships

AGC Members should declare any close personal relationships with any pupil, member of staff or other member of the AGC. Close personal relationships include marriage, parental or sibling relationships. To avoid conflict of interest, close family relationships within an AGC are not considered good practice. The Trust are able to find alternative governance positions for close relatives who wish to volunteer.

5.9 Time off Work for AGC Duties

Employees can request 'reasonable' time off work for certain public duties (including being a school governor, which AGC membership amounts to). Employers can choose to pay them for this time, but they don't have to.

The amount of time off should be agreed between the employee and employer beforehand, based on:

- How long the duties might take;
- The amount of time the employee has already taken for public duties;
- How the time off will affect the business.

The employer can refuse a request for time off if they think it's unreasonable.

5.10 Help with Expenses

The Trust has a Director and Committee Member Allowances and Expenses Policy. Allowances and expenses can include childcare expenses, support for AGC Members whose first language is not English, telephone bills, photocopying, postage, travel and stationery. Ask your Clerk for more information.

5.11 Top Tips for AGC Members in the first 12 Months

By Judy Burgess (Educational Consultant for governance)

- Don't bring up issues about your own children at AGC level.
- Consider the best interests of the academy.
- Remember you are equal to all AGC members.
- Remember, decision-making is corporate. Bring your views, but abide by the corporate decision.
- You have no power, responsibility or liability as an individual.
- Get to know your academy - speak to the Headteacher, the AGC Chair and the Clerk.
- If you wish to, ask for a mentor AGC Member as your first point of contact.
- Your volunteer status means getting summaries - don't allow governance to become a full-time job.

- Remember, the AGC steers - the Headteacher manages the rowing of the vessel.
- If you are a member of a sub-committee, be familiar with its terms of reference.
- Respect confidentiality.
- Don't become part of a decision-making process where a personal interest or occupation allows you to become biased - declare your interest and withdraw.
- If you don't feel you have enough information or are not sufficiently qualified to make a decision then say so – remember, you can always abstain.
- Prepare well for all meetings.
- Attend training where possible.

5.12 Dealing with Parental Complaints

There is a formal 3 stage process for handling complaints which is set out in the Trust complaints policy.

Handling complaints is not easy. Quite often it is an AGC Member who parents turn to, in the first instance, when they have a particular concern about their child or a complaint about a member of staff in the academy. It is important to remember the following:

- Be familiar with your academy's complaints policy.
- Don't agree to solve the problem.
- If parents approach you with clearly personal worries, then direct them through the proper channel – which is usually the Headteacher.
- If you receive a lot of complaints or comments on one particular issue, discuss this with the Chair and Headteacher first.
- The AGC meeting is not the place to bring up petty grumbles – you need to exercise good judgement.
- Never bypass the Headteacher in any action you feel should be taken in response to a complaint.
- Remain impartial, do not offer an opinion.
- Remember to pass on the nice things people say too.

5.13 Advice for Parent AGC Members

Parent AGC Members play a vital role on the AGC, holding the unique position of having a parental viewpoint of the academy. Through their children, they have first-hand experience of the delivery of the curriculum, and how the academy is perceived from the 'consumers' point of view. This enables parent AGC Members to bring a different perspective to the strategic management of the academy.

Although being available to advise parents on appropriate routes of action is a very important aspect of the role, it is vital for your own well-being that parent AGC Members do not personally become involved in individual concerns. This can sometimes be a challenging balance to find. Apart from the possibility of jeopardising appropriate complaints and appeals procedures, no AGC Member has the authority to act individually on behalf of the academy.

Parent AGC Members are '**representative parents**' rather than representatives of the parents. They are not required to act as a delegate and seek out the agreement of the parental body but parent AGC members are present to bring a parent's point of view to discussions. To effectively fulfil the role, parent AGC Members should:

- Try to attend AGC Member training sessions.

- Avoid being drawn in to concerns raised by parents but direct parents to address their concerns with the academy in the first instance or with the AGC Chair if the issue is unresolved through discussions with the Headteacher.
- Act with discretion and maintain confidentiality when faced with discussions or issues outside the AGC.
- Present a balanced view of issues, representing different sections of the community.

AGC Members are sometimes engaged in discussions of a confidential and/or sensitive nature. Whilst there may be a free and open discussion within the AGC, once the meeting is finished and a decision taken every AGC Member has a duty to act to support the decision of the majority. All AGC Members are bound to observe complete confidentiality, particularly where issues concern specific members of staff or pupils.

Achieving a balance between being the impartial representative parent and the often emotional issues relating to individual children's education, can sometimes be very difficult. Some practical ways to achieve this balance include:

- Never press your own child's case at the expense of others.
- Never promise to 'solve a problem' on your own.
- Be wary of bringing an individual's issue to meetings without following the agreed procedures.
- Abide by the agreed protocol regarding agenda items and Any Other Business.
- Keep yourself aware of parental views and concerns.
- Play an active part in AGC meetings, including reading papers and preparing fully for meetings.
- Always maintain confidentiality and do not be drawn into discussions outside meetings.

Effective parent AGC Members will find working alongside the other members of the AGC both interesting and rewarding in that their efforts will ensure that the work of the AGC fulfils its duties to all children.

5.14 Visiting the Academy

All AGC Members should try to visit the academy during the working day where possible and you should arrange an early introductory session with the Headteacher.

There are two main reasons why AGC Members make visits to the academy.

- A new AGC Member may visit to familiarise themselves with the academy. A more experienced AGC Member may visit to acquaint themselves with changes to the academy or re familiarise themselves if they have not visited for a while.
- In most AGCs, AGC Members are assigned to monitoring a priority area within the Academy Improvement Plan. A planned and structured visit to the academy can be an important part of your monitoring role.

If you are unable to visit during the day due to work or family commitments it may be possible to review some books later at an AGC meeting.

More guidance on school visits can be found in the National Governance Association (NGA) document called Knowing Your School – School Visits, which can be downloaded from the NGA website, here: <http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Monitoring-Performance/Knowing-Your-School.aspx>

6.0 Meetings of the AGC

6.1 Frequency, Notice & Duration of Meetings

Meeting dates should be set annually in advance. Where an AGC operates sub-committees, meetings should also be set out annually in advance and be held at an appropriate time to be able to report into the AGC meeting.

All papers should be received at least seven days before the meeting with the agenda setting out details of the date, time and place. Papers should only be tabled at a meeting as an exception and on the agreement of the Chair. To be effective, meetings should be arranged to coincide with any key reporting periods, financial and pupil data as set out in the annual plan.

6.2 Being Prepared for Meetings

- Read the papers before the meeting.
- Know who all the AGC Members are (AGC Members could be asked to wear name labels to help you).
- Make sure you have all the necessary papers - prepare your thoughts and questions before the meeting.
- Bring with you a pen, your diary and a note book.
- If it helps, speak to your mentor AGC Member or the Chair about your questions before the meeting to help you gain a greater understanding before the meeting.

6.3 Attendance

Any AGC Member who, without permission, is absent from meetings AGC for a continuous period of six months will cease to be an AGC Member. If you need to offer apologies for a meeting this should be done through the Chair or the Clerk in advance of the meeting with the reason for your absence noted. If you do not give your apologies then you will be marked as not attending. Please note that even if apologies are tendered, they do not have to be accepted by the AGC and you may be marked as not attending.

6.4 Agenda

The agenda will list all the items that are to be discussed at the meeting. Consider the agenda carefully before the meeting and make notes where there are items of particular interest or importance to you or where you want to ask a question.

You have the right to request that an item be placed on the agenda by contacting the Chair or Clerk a few weeks before the meeting. If "Any Other Business" features on your agenda and you wish to raise an issue under this item you must discuss this with the Chair prior to the start of the meeting so the Chair can evaluate whether the meeting is an appropriate forum for the issue and can allow sufficient time for discussion.

6.5 Quorum

A quorum for an AGC meeting is one half of the serving AGC Members (rounded up), for example if the AGC is 12 and only 9 are appointed, the Quorum is 5. For sub-committees,

the quorum is 3 with non-staff AGC Members in majority. If a meeting is non quorate, the meeting can continue for information but no decisions can be made or votes taken.

If a meeting of the AGC cannot be held for a lack of a quorum or has to be terminated on that account before all agenda items have been completed, the Clerk must convene a further meeting as soon as reasonably practicable. If the AGC decide to terminate the meeting before all agenda items have been completed, it must first fix the date and time for a further meeting at which the outstanding items will be considered and must direct the Clerk to convene that meeting accordingly.

6.6 Minutes

The Clerk takes minutes of the AGC meetings which are a record of what happens at that meeting. Minute takers at sub-committee meetings are agreed at the start of the meeting. Once approved by the AGC, the minutes are a public record and are held on the academy sharepoint area. Usually the Clerk will also take minutes at sub-committees, it is recommended that independent professional clerking is in place for all meetings. Note that it is possible to have confidential minutes where it is not appropriate for the minute to be published.

6.7 Annual Planner

Given the responsibilities of AGCs it is important that the AGC plans its actions in advance to ensure statutory tasks are not overlooked and are completed in good time. The Trust provides an annual planner for this purpose.

7.0 Training

All AGC Members and Clerks are encouraged to undertake appropriate training. The minimum required training is set out in the AGC Member Training document available from the Information Hub located at:

Diocese of Coventry Multi Academy Trust Information Hub/Governance/AGC Member Training

7.1 Training Offered by the Trust

Training offered by the Trust includes induction training videos and is set out in the AGC Member Training document available from the Information Hub located at:

Diocese of Coventry Multi Academy Trust Information Hub/Governance/AGC Member Training

7.2 Training Offered by the Diocese Board of Education (DBE)

- Being a governor in a Church School

Contact the DBE (see section 8.0 of this guide) for training availability.

7.3 Local Authority Training

Check with the academy to see if they subscribe to Local Authority Governor services and what training courses are available, there is also information set out in the AGC Member Training document available from the Information Hub located at:

Diocese of Coventry Multi Academy Trust Information Hub/Governance/AGC Member Training

8.0 Sources of Help and Support

- **The Diocese of Coventry Multi Academy Trust website** www.covmat.org
- **Governance questions**
Louise Beale louise.beale@covmat.org
- **Appointments and membership**
AGC Clerk
Louise Beale – louise.beale@covmat.org 01788 422906
- **Admissions appeals – Independent Admission Appeals Panels**
Joanne Evans – joanne.evans@coventrydbe.org 01788 422800
- **Diocese Board of Education**
<http://www.dioceseofcoventry.org/DBE> 01788 422 800
- **Ofsted**
Ofsted is the Office for Standards in Education, Children’s Services and Skills. Ofsted inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. www.ofsted.gov.uk
- **The Key**
Information, guidance and resources for school governors
<https://schoolgovernors.thekeysupport.com/>
- **National Governance Association**
Representing and supporting governors from all state funded schools
www.nga.org.uk
- **FFT Aspire**
Data and analysis for schools, analysis of pupil results and progress and provides insightful data to support school improvement and self-evaluation.
<https://fft.org.uk/>
- **DfE**
Department for Education
<https://www.gov.uk/education/school-governance>

9.0 Jargon Buster

9.1 Terminology

Age Related Expectations (ARE) – The expected standard of attainment at key points in a child's education

Closing the Gap – The work carried out by the school to ensure that pupils who are underachieving or are vulnerable to underachievement are supported to make good progress in their learning

Evaluation – Using the information gathered from monitoring to make a judgement about the quality and effectiveness of the schools work and the identification of next steps

Impact – The difference the school is making to children's attainment, progress and well being

Monitoring – Gathering information about the schools work

Outcomes – The quality of attainment and progress of pupils as measured in relation to national expectations and the quality of their well-being. Here reference can be made to Ofsted criteria

Provision – The overall support provided for pupils in terms of the quality of teaching and learning, curriculum and assessment and their emotional and social well-being.

Pupil Attainment – The standard attained by a child in relation to nationally agreed measures (linked to ARE)

Pupil Premium Funding – Additional funding to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers (also sports funding and year 7 catch-up funding)

Pupil Progress – The progress made by a child during a lesson or over a period of time

RAISE-online – An analysis provided to school leadership which provides a comparison between their results and those of all schools nationally

Safeguarding – Actions taken by the school to ensure that all pupils, staff and visitors are kept safe and develop an understanding of safe practices – not just child protection, also about health and safety and safer recruitment

9.2 Acronyms and Abbreviations

AO Attendance Officer

ACE Advisory Centre for Education

ACE Attendance, Compliance & Enforcement Service (Warwickshire)

ACS Average Class Size

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

AEN Additional Educational Needs

AfL Assessment for Learning

AGC Academy Governance Committee

AHT Assistant Headteacher

AIP Academy Improvement Plan
ARE Age Related Expectations
ASD Autistic Spectrum Disorder
AT Attainment Target

BESD Behavioural, Emotional and Social Difficulties
BME Black and Minority Ethnic (now EM)

CAF Common Assessment Framework
CAF Common Application Form for admissions
CAMHS Child and Adolescent Mental Health Service
CFR Consistent Financial Reporting
CMHT Community Mental Health Team
COG Chair of Governors
CPD Continuing Professional Development
CYPL Children Young People and Learning
DBE Diocese Board of Education
DBS Disclosure and Barring Service
DDA Disability Discrimination Act
DDSL Deputy Designated Safeguarding Lead
DfE Department for Education
DHT Deputy Headteacher
DRC Disability Rights Commission
DSG Dedicated Schools Grant
DSIP Diocesan School Improvement Partner
DSL Designated Safeguarding Lead
D&T Design and Technology

EAL English as an Additional Language
EBD Emotional and Behavioural Difficulties
EHCP Education, Health and Care Plan
EM Ethnic Minority
EMTAS Ethnic Minority and Traveller Achievement Service
EO Education Officer
EP Educational Psychologist
ESCo Extended Services Co-ordinator
EY Early Years
EYFS Early Years Foundation Stage

FE Further Education
FFT Fischer Family Trust
FOI Freedom of Information
FS Foundation Stage
FSA Family Support Adviser
FSM Free School Meals
FTE Full Time Equivalent

GCSE General Certificate of Secondary Education
GLD Good Level of Development
GRT Gypsy Roma Traveller
G&T Gifted and Talented
GTC General Teaching Council

H&S Health and Safety

HE higher Education
HI Hearing Impaired
HLTA Higher Level Teaching Assistant
HMI Her Majesty's Inspectorate
HoD Head of Department
HoY Head of Year
HSA Home-School Agreement
HSI Healthy Schools Initiative
HT Headteacher
HTPM Headteachers' Performance Management

IAP Individual Action Plan
IB International Baccalaureate
ICT Information and Communication Technology
IEB Interim Executive Board (replaces AGC where there are concerns about a school)
IEP Individual Education Plan (for children with a statement of SEN)
iIP Investors in People
INSET In-Service Education and Training

KS Key Stage

LA Local Authority
LAC Looked After Children
LADO Local Authority Designated Officer (safeguarding)
LGO Local Government Ombudsman
LSA Learning Support Assistant
LSCB Local Safeguarding Children Board
LSU Learning Support Unit

M&E Monitoring and Evaluation
MASH Multi Agency Safeguarding Hub
MASS Minority Achievement Support Service
MAT Multi Academy Trust
MFL Modern Foreign Languages
MSI Multi-Sensory Impaired

NAHT National Association of Head teachers
NASEN National Association of Special Educational Needs
NC National Curriculum
NCTL National College for Teaching and Leadership
NEET Not in Education Employment or Training
NGA National Governors Association
NHSS National Healthy Schools Standard
NLE National Leader of Education
NLG National Leader of Governance
NLS National Literacy Strategy
NoR Number on Roll
NPQH National Professional Qualification for Headship
NQT Newly Qualified Teacher

OfSTED Office for Standards in Education, Children's Services and Skills
OT Occupational Therapist

PAN Planned Admission Numbers
PEP Personal Education Plan
PHSE Physical Health and Social Education

PI Performance Indicator
PLASC Pupil Level Annual School Census
PP Pupil Premium
PPA Planning, Preparation and Assessment
PSA Parent Support Advisor
PSP Personal Strategy Plan
PSP Pastoral Support Programme
PSP Pastoral Support Plan (for students with behavioural or attendance issues)
PSHE Personal, Social, Health and Economic
PTA Parent Teacher Association

QT Qualified Teacher
QTS Qualified Teacher Status

RAG Red, Amber, Green
RAISE Reporting & Analysis for Improvement through School Self Evaluation
RAP Rapid Attainment Plan
RE Religious Education

SACRE Standing Advisory Council for Religious Education
SATs Standard Assessment Tests
SDP School Development Plan
SEAL Social and Emotional Aspects of Learning
SEF Self-Evaluation Form
SEN Special Educational Needs
SENCO Special Educational Needs Coordinator
SEND (or SEN&D) Special Educational Needs and Disability
SIP School Improvement Partner
SLA Service Level Agreement
SLCN Speech, Language and Communication Needs
SLE Specialist Leader of Education
STEM Science, Technology, Engineering and Maths
SLD Severe Learning Difficulties
SLT Senior Leadership Team
SMSC Spiritual, Moral, Social and Cultural
SMT Senior Management Team
STPCD School Teachers Pay and Conditions Document

SRE Sex and Relationship Education

TA Teaching Assistant
TES Times Education Supplement
TLR Teaching and Learning Responsibility

UFSM Universal Free School Meals
UPS Upper Pay Scale

VA Voluntary Aided (maintained church schools)
VA Value Added
VC Voluntary Controlled (maintained church schools)
VLE Virtual Learning Environment

Appendix 1

To perform your Lead role successfully, you may find some of following questions helpful in promoting discussions with the Headteacher and / or designated member of staff.

Safeguarding Lead Example Questions

- What are the local risks for children at the academy?
- Does the safeguarding policy reflect local risks?
- What links are there with the local safeguarding children board? Who is the education representative on the LSCB?
- Do all members of the AGC have the knowledge and information to perform their duties? How do you know?
- What steps need to be taken to develop AGC Members' knowledge further?
- Has a member of the academy's Senior Leadership Team been designated to lead on safeguarding?
- Has the UKCCIS' guidance on managing 'sexting' incidents been understood by the AGC body? Do academy staff, especially the DSL, understand the guidance and is it applied in relevant situations?
- Does the academy's Safeguarding and Child Protection policy reflect the guidance given in the UKCCIS guidance?
- Do all staff understand how to raise a concern about another adult in the academy? Are confidential records kept of concerns about staff members?
- Is it clear how to contact the AGC Chair in the event of a concern about the Headteacher?
- Are all applicants to paid posts and volunteer positions subject to the all the appropriate vetting checks?
- Do all relevant members of staff understand 'Disqualification under the Childcare Act 2006' and have they been asked to self-declare that they are not disqualified from working with children under 8? Is a record kept of the self-declarations, whether positive or not?
- Do all members of the AGC understand all aspects of the Prevent Duty, and its application to risks manifest in the local area, as well as nationally and internationally?
- Does the academy ensure that British Values are an integral part of the academy's curriculum?

SEND Lead Example Questions

- Do pupils with SEND have access to all the support they need? Is there enough teaching assistance support for pupils with SEND?
- Are any special measures in place to protect pupils with SEND from bullying?
- How does the academic progress of pupils with SEND compare to that of other pupils in the academy? What are the strengths and weaknesses?
- How would you describe the strength of the academy's lines of communication with the parents and carers of pupils with SEND?
- What are the numbers of pupils with SEND across the academy's year/class groups?
- Have there been any changes in the number of pupils with SEND being admitted to the academy over the past three years?
- What arrangements are in place for consulting with pupils with SEND?

- How does the academy support pupils with SEND taking part in activities with other pupils, such as taking part in trips?
- Have there been any significant incidents relating to pupils with SEND since the last visit (e.g. complaints, accidents, bullying, etc)?

Pupil Premium Champion Lead Example Questions

- Has the gap between disadvantaged pupils and their counterparts narrowed or widened during the past three years? What are the reasons for this?
- What are the benefits you have seen from Pupil Premium spending in the past three years?
- What are the main challenges the academy faces in closing the gap between disadvantaged and non-disadvantaged students?
- How would you describe the lines of communication between the academy and the parents/carers of disadvantaged children?
- Are staff generally aware of which pupils are disadvantaged, and do they have strategies in place to support these pupils in the classroom?
- What policies are in place to identify students who may be disadvantaged but have not applied, or are not eligible for FSM?
- How many pupils attract Pupil Premium grant including Early Years, FSM, Ever6, LAC, Adopted Children, Services?
- Has the academy analysed pupils' barriers to progressing in their education? Are the main barriers described on the academy website?
- Has the academy made use of available published Research (e.g. the Sutton Trust Toolkit) in selecting their strategies?
- What is the rationale for how this money is spent and what it should achieve? Is this information available on the academy website (statutory)?
- How is the impact of the spending being monitored? How often? (This information also must be on the academy website.)
- Who is accountable for Pupil Premium within the academy? (There should be one identified member of staff.) What training / support do they have access to?
- Are outcomes for disadvantaged pupils robustly tracked? How is this reflected in the Academy's SEF/ AIP?
- Does the summary report of ASP/ISDR show that there are any gaps in performance between disadvantaged and other pupils (especially other pupils nationally) at the end of key stages?
- Do AGC Members know about the progress and attainment of disadvantaged pupils in all year groups across the academy, not just those at the end of key stages?
- Are disadvantaged Pupils who are "More Able" being supported to continue to achieve and progress beyond age related expectations?
- Do teachers routinely plan for pupils' individual needs?
- Are adults who deliver interventions which are funded through the Pupil Premium suitably trained with adequate resources?
- Are disadvantaged children making more than expected progress? (Even if all pupils make expected progress this will not necessarily make up for previous underperformance.)
- Is the academy tracking the attendance, punctuality, and behaviour (particularly exclusions) of this group and taking action to address any differences?
- Is the pupil premium having a positive impact on non-eligible pupils (e.g. through small group interventions)? If so, how is this being tracked? Is it being reported on the website (statutory)?

- When did the academy last commission an external review of Pupil Premium? What was the impact?
- Is the academy at risk of being directed by Ofsted to have a Pupil Premium Review?

Training and Development Lead

- What evaluation has taken place to establish the AGC's capacity to carry out their safeguarding duties and responsibilities?
- What training have members of the AGC had to ensure they have the skills and knowledge to effectively evaluate the safeguarding and child protection arrangements in the academy?

Parental and Community Engagement Lead Example Questions

- What are the academy's key priorities and how have they been determined?
- What community engagement activity has been undertaken in the last twelve months and what was the impact of that?
- Who are the academy's main stakeholders? Are we confident that we have included everybody that we need to?
- What methods does the academy use to engage with different community stakeholder groups? How do we know that the methods are successful?
- How do academy leaders ensure that the Trust Values and Ethos are part and parcel of academy life?
- How do we as an AGC ensure that the Trust Values and Ethos are reflected in our discussions and decision making?

Wellbeing Lead Example Questions

- When were policies relating to Health & Wellbeing last reviewed?
- What information do staff receive on Health & Wellbeing as part of their induction?
- Do staff have an opportunity to positively influence the range of policies which contribute to promoting positive mental health?
- Does the academy have a designated mental health lead and what resources are allocated to this role?
- How do the academy staff promote positive Health & Wellbeing?
- What Health & Wellbeing support is available to staff and how are they made aware of it?
- When was the last time an audit of mental health issues was undertaken?
- How are staff supported in relation to their own health and wellbeing to be able to support student wellbeing?
- What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?
- How does the academy ensure timely identification, support and mentoring of vulnerable children and young people who may benefit from targeted support?
- How does the academy gather children and young people's views on Health & Wellbeing and when was this last done?
- How does the academy minimise the impact of peer-on-peer abuse?
- Does the academy's vision, aims, ethos and culture promote an environment that instigates positive emotional wellbeing? How?

- What training have staff undertaken to ensure that they can identify and respond to a child or young person with mental health issues? How and where it is recorded?
- What does the academy do once children and young people with Health & Wellbeing issues have been identified - and what is the outcome of these actions?
- What records are kept in relation to the mental health of individual pupils?
- How does the academy work in partnership with parents and carers to promote emotional health and wellbeing?
- What support does the academy provide parents on dealing with a child or young person with a mental health concern?
- How many referrals has the academy made to CAMHS or other Health & Wellbeing support services during the last term?
- How does the academy ensure that it promotes the well-being of pupils? How does the AGC assess whether this work is effective?
- How does the academy identify pupils' mental health needs, both recognised and unmet? What specific steps does the academy take to support vulnerable students and the mental health needs?
- How are the views of pupils sought? Is there are forum for taking the views of students, for example, a School Council?
- How often is reasonable force used in the academy? How many pupils are affected by the use of reasonable force? How is the use of reasonable force monitored? Are there staff who have specific training in the use of reasonable force?

Careers and Employer Engagement Lead Example Questions

- How well does the provision match the requirements of relevant legislation, Ofsted inspection criteria and DfE recommendations?
- Does the academy have a careers guidance policy in place that is reviewed by the AGC (ideally every two years) and reflects national requirements and our ambitions?
- Does the academy have a member of the Senior Leadership Team who takes an overall responsibility for leading and managing the academy's careers provision?
- What difference is the academy's performance making to the career-related attainment and progression of our students?
- Has the academy analysed the academy's data on destinations at the end of KS4 and or KS5, going back over the last 3-5 years?
- Does the academy regularly evaluate data on the quality and impact of the academy's careers provision and use it to inform improvement?
- How does the academy promote its careers provision to students, their families, local education partners and employers?
- What contribution is our careers provision making to academy effectiveness and improvement?
- Does the academy's annual careers delivery plan make clear how careers work will support the achievement of the goals in the academy's improvement plan?
- On which judgements made by Ofsted in Section 5 school inspections is the academy's careers provision having a positive impact?
- Have we allocated sufficient resources to meet our duty and are we getting value for money?