



School Governance Board Terms of Reference

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**

This is a mandatory policy for all Vine schools that has been noted and implemented with no amendments by this school.

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1. Purpose

The Diocese of Chelmsford Schools Trust (DCVST) is committed to establishing good governance at all levels and the purpose of these terms of reference is to:

- outline the Governance Structure of the Diocese of Chelmsford Vine Schools Trust (DCVST)
- describe the role and purpose of the School Governance Boards within the DCVST
- define the constitution, membership and proceedings of the School Governance Boards and Trust Intervention Boards

2. Authority

2.1 The Vine Trust Board is responsible for determining the Governance Structure of the Diocese of Chelmsford Vine Schools Trust (DCVST).

2.2 In accordance with Vine Articles (100: The Trust Board may appoint committees to be known as Local School Boards for each Academy ... or for more than one Academy). It has been agreed by the Trustees that the Local Schools Boards will now be referred to as School Governance Boards (SGBs) and that this change of name does not affect the Articles or the governance or Church of England ethos of any Church Academy (Articles 10).

2.3 The Vine Trust Board (VTB) is responsible for determining the 'establishment, terms of reference, constitution and membership of any committee' (Articles 101).

2.4 The Vine Trust Board (VTB) will review these Terms of Reference at least once in every twelve months to ensure relevance and effectiveness.

2.5 These Terms of Reference may only be amended by the VTB.

2.6 These Terms of Reference should be read in conjunction with the Vine Scheme of Delegation which sets out the delegated functions within the Vine Trust governance structure and aims to:

- identify the areas of activity or decision making that should be taken and by whom.
- provide clarity, consistency and avoid duplication.
- be clear and accessible.
- ensure the right people are making the right decisions.

3. The Trust Governance Structure

Members – Members provide annual oversight of the Trust and have the responsibility to safeguard successful governance and performance, alongside compliance with the Trust's Charitable objects, in accordance with The Articles of Association. The Members appoint The Trustees to the Trust Board.

Diocese – The Diocese of Chelmsford provides three of the Trust's four members and appoints a diocesan advisor to each school to support it to fulfil its duties as a school with a religious character built on a Church of England foundation.

Trust Board - The decision-making body responsible for setting the strategic direction of the Trust, legally accountable and responsible for all aspects of the performance of the Trust, its finances and its schools whilst preserving the religious character of the Trust. Trustees establish systems to assure themselves of the quality, safety and good practices of the Trust.

Trust Board Committees/Boards – Established by the Trust Board with delegated responsibilities to review, scrutinise and discuss key areas in order to gain sufficient understanding and oversight to inform the Trust Board of compliance, success and development needs of the schools. These committees provide support and challenge to School Leaders to seek assurance of continued school improvement.

These Committees include (but are not limited to):

- School Effectiveness Board
- Finance, Audit and Risk Board
- School Governance Boards
- Human Resources Board

CEO – Appointed by the Trust Board, the CEO leads the Executive Team and has responsibility for the educational and operational outcomes for the Trust, as set by the Trust Board. The CEO and Executive Team work closely with all schools to support and challenge continued school improvement.

Headteacher – Responsible for the performance and operational activity of the school in accordance with the Trust strategy, vision and values and Scheme of Delegation.

4. School Governance Structure

It has been agreed by the Vine Trust Board that Schools will benefit from the type of School Governance Board that will be most effective for them these include:

1. School Governance Board for a single school
2. School Governance Board for a group of schools, usually where there is an Executive Headteacher.
3. School Governance Board for two schools, usually for schools who are in the same area or already work very closely together.

Trust Intervention Boards – For a school that is considered by the VTB to be ‘At Risk’ and in need of regular, robust oversight of school improvement a Trust Intervention Board will be established.

Parent Forum - To ensure continued communication with Parents, and compliance with Vine Articles (101A), any school with a TIB in place will establish a Parent Forum at the school.

The VTB will consider the following when making a decision as to the Board which will be most effective for any school that joins DCVST or is already a member of DCVST: school context, history, external grading, outcomes, existing skills and experience on the SGB (or equivalent if a new school). Information gathered will include due diligence findings (if a new school to the Trust), information from external sources e.g Ofsted, SIAMs as well as information from the CEO, Diocese and Trust Central Team.

Trustees will regularly review the effectiveness of SGBs and TIBs through a wide variety of sources of information e.g. reports from the Trust Governance Lead (TGL), feedback from the Central Team or Effectiveness Board, the findings of Governance reviews.

5. Responsibilities and Principles

5.1 The Trustees are Trustees under Charity Law and Non-Executive Directors under Company Law and are known within DCVST as Trustees. They must comply with, the Trust Charitable objects, company duties and responsibilities, charity law, their contractual agreements under the Trusts master funding agreement and responsibilities under current legislation and statutory guidance.

5.2 The Trust Board core governance responsibilities are:

- Mandating the clarity of vision, ethos and strategic direction of the DCVST
- Holding executive leaders to account for the educational performance of all Trust schools and their pupils, and the effective management of staff

- Overseeing the financial performance of the DCVST, ensuring the money is spent productively.
- Ensuring that each DCVST school is run in accordance with the principles, practices and tenets of the Church of England and Diocesan Board of Education.

5.3 The Diocese of Chelmsford Vine Schools Trust (DCVST) is committed to establishing good governance at all levels and to support governors in fulfilling their responsibilities the VTB delegates powers to the School Governance Board (Articles of Association 102 and 105) by way of the Scheme of Delegation (SoD).

5.4 All Governors undertake all responsibilities as detailed in the Scheme of Delegation under the following headings: Ethos within an inclusive and distinctly Christian Vision, Governance, Safeguarding and wellbeing, School effectiveness, Finance, Estates and Operations and Human Resources. For full details of responsibilities see the Vine Scheme of Delegation.

5.5 The VTB has also agreed the principles below for SGBs. These have informed decision making within the SoD to ensure the governance structure is as effective as it can be.

5.6 The overarching principles of the School Governance Board are to:

- be an advocate of the Trust Board so that pupils and schools will flourish in a place where the Trust and school vision and values are translated into action.
- provide support and challenge to school leaders.
- know each school well through focused monitoring to gain assurance of school progress and policy in action which will inform decision making.
- utilise and not duplicate the work of internal and external expertise.

5.7 In addition. School Governance Boards will:

- be easily recognisable in name and role.
- focus on the educational outcomes and experiences of the pupils.
- have the necessary recruitment, training, resources and oversight to fulfil their roles.
- be integral to two way open and honest reporting and communication.
- be confident and knowledgeable to represent the Trust and School to regulatory bodies and key stakeholders.

6. School Governance Board Constitution

6.1 It has been determined by the VTB that all Governors will be appointed for the skills and experience that are needed on the School Governance Board.

6.2 Skills audits will be used to support SGBs to: identify the correct skills and experience that are needed to be an effective board, allocate the right people in the right roles, to identify recruitment needs and aid succession planning (see Appendix D).

6.3 All governors undertake all duties as listed in the Scheme of Delegation but will be appointed under the following categories. The total number of Governors for each SGB will be between 7-9 from the following categories:

Number	Type
1	Headteacher / Exec Head
2	Parent Governors
1	Educational Governor
1	Foundation Governor
1	Ex-Officio (Incumbent)
2 - 3	Community Governor

6.4 Term of office - The term of office for all Governors will be 4 years.

6.4a A governor may resign their position at any time during their term of office, by sending a letter to the Chair and Clerk, and agreeing the most appropriate end date. It is encouraged that, where appropriate, governors will support with a handover of their role.

6.4b A governor may be recommended to the VTB for continuation of their term of office, usually with a maximum of 2 terms of office. Continuations of terms of office will be considered on an individual basis, taking into account; the skills, expertise and training levels of the governor and needs of the SGB.

6.4c The VTB will be regularly informed of membership resignations in SGBs and TIBs.

6.5 Headteacher / Executive Head – The Head or Executive Head (if more than one school is covered by SGB) is a governor by virtue of their appointed role within the school. Headteachers, however, will maintain the option to not be a member if they choose. Any such decision would need to be made in writing to the VTB.

6.6 Parent Governors may be nominated from the parent body by parents, or a parent may nominate themselves.

6.6a In an SGB which covers more than one school, there should be at least one parent governor from each school.

6.6b Schools will advertise any parent governor vacancy and will make every effort to fill the vacancy.

6.6c A parent governor is a parent, or an individual exercising parental responsibility, of a registered pupil at the school, when they are appointed. Should a parent governor no longer have a child at the school they shall cease being a parent governor.

6.6d In the situation where more than one parent applies for the same space, and following the expectations meetings, they still wish to apply, then the SGB:

- should they wish to retain identified skills and experience, consider alternative types of appointment, for example as a Community, Parent or Associate Governor; however, the number of parents on the SGB should not exceed 3.
- hold an election process by secret ballot. Any parent or individual exercising parental responsibility of a registered pupil at the school shall be eligible to vote.

6.6e If the number of parents applying is less than the number of vacancies then the parent may be appointed (in accordance with 9.1 and 9.2).

6.6f If the vacancy remains unfilled or it is not reasonably practical to appoint a parent (as in 9.10) then the VTB can appoint a person who is the parent, or an individual exercising parental responsibility, of a child within the same age range of the school from another school (usually another school overseen by the SGB if they oversee more than one school).

6.7 Educational Governor – A person who is actively involved in a current role within education, appointed for the educational knowledge and skills they bring to the SGB / TIB.

6.7a Existing members of staff from across the Vine Schools Trust may also apply and be considered for appointment to this position.

6.8 Foundation Governor - A person who can safeguard the Christian Vision of the School and is actively involved in the local church community.

6.8a The Headteacher, school church community, incumbent and PCC may support in identifying persons whom they consider would be suitable to undertake the role of the Foundation Governor.

6.8b In accordance with the Vine Articles 101B and the constitution (see section 5) each SGB will have one Foundation Governor and, in the case of schools which were formerly VA, 2 Foundation Governors (with the additional being appointed under the Community Governor provision).

6.8c Foundation Governors will be determined by the VTB with the consent of Diocesan Corporate Member (Articles 101B).

6.8d The first referee for a Foundation Governor will be their incumbent.

6.9 Incumbent (Ex officio) – the incumbent will be invited to hold this position on the SGB as they are considered a governor by the virtue of their appointed role within the Diocese.

6.9a The incumbent will, as part of their role, be able to have a focus on safeguarding the Christian Vision of the School.

6.9b Should the incumbent position within the church be vacant or this vacancy remain unfilled on the SGB then the VTB will work closely with the Diocese to find an alternative suitable replacement person from the church community to fill this role.

6.10 Community Governor – Community Governors are appointed for the skills and experience needed on the School Governance Board, as determined by the annual skills audit.

6.10a A Community Governor may be appointed from the wider community, staff or be an additional parent.

6.10b When considering the appointment of staff members and additional parents the SGB should ensure that staff members of the school (including the Headteacher) do not exceed 3. And that additional parents do not exceed 3. For a former VA school (or SGBs with former VA schools) one community space must be filled by an additional foundation governor, in accordance with Articles 101B.

7. Additional Governors

7.1 Associate Governors may be appointed for a limited period of time, for a specific task, to add capacity skills or expertise to the work of the SGB. Associate Governors will be nominated by the School Governance Board and approved by the VTB.

7.2 Observers – Observers may attend one or more meetings, with the agreement of the School Governance Board on a clear understanding of the purpose and benefit for the individual or SGB.

8. Governor responsibility roles

8.1 All Governors on the SGB / TIB have corporate responsibility, need to know about all areas of school life and are involved in monitoring activities, as informed by the Annual Governance Calendar.

8.2 The SGB will fulfil responsibilities as detailed in the Scheme of Delegation and ToR.

8.3 To support the SGB in fulfilling its responsibilities named Governors with specific responsibilities will be appointed for the following: Safeguarding, SEND (inc LAC), Christian Vision, Quality of Education and Health and Safety.

9. Trust Intervention Boards

9.1 For a school that is considered by the VTB to be 'At Risk' and in need of regular, robust oversight of school improvement the VTB will establish a Trust Intervention Board (TIB).

9.2 The purpose of the Trust Intervention Board is to provide effective governance through regular and robust oversight of School Improvement, to ensure rapid progress is being made and to promote high standards of educational achievement.

9.3 The Trust Intervention Board will:-

- fulfil functions of the SGB (as contained in the Scheme of Delegation).
- provide regular and robust oversight of school improvement and promote high standards of educational achievement.
- ensure rapid progress is made and report regularly to the Vine Trust Board.
- establish a Parent Forum to ensure good communication and feedback with the parent body.

9.4 Membership - The TIB membership will consist of at least 3 members with appropriate levels of governance experience and seniority within the trust to be effective.

9.4a The Chair will be appointed by The Vine Trust Board, whom is then delegated the responsibility to appoint other members.

9.4b Members of the TIB should include:-

- 1 representative from the Diocese

- 1 representative from the SGB
- 1 Educational Governor

9.4c The CEO is able to attend all meetings as an observer.

9.4d Additional TIB members may be appointed for the expertise and knowledge they bring to the TIB in line with the needs and context of the School.

9.4e For full terms of reference and proceedings for a TIB see Appendix A.

9.5 Parent Forum - To ensure continued communication with parents, and compliance with Vine Articles (101A), any school with a TIB in place will establish a Parent Forum and have at least 2 parents appointed.

9.5a The Parent Forum will be established by and run by the Chair of the TIB. The frequency and nature of the meetings will be determined by the Chair and the parents and recorded on the ToR as in Appendix B.

9.5b For full terms of reference and proceedings for the Parent Forum see Appendix B.

10. Recruitment, Skills, Induction and Training of Governors

10.1 In accordance with DCVST Articles all membership of the School Governance Boards will be determined by the VTB.

10.2 Delegated powers from VTB have been given to a focus group of named Trustees to:

- approve appointment of all governors to School Governance Boards
- approve Chairs of SGBs
- approve any governors who may need to attend meetings virtually

They need to be assured that:-

- potential governors have experienced a robust recruitment process, where expectations of the role have been shared
- potential governors have made a declaration to uphold the Vision and values of the Trust
- governors have the required skills and expertise as needed on the SGB

10.3 All governors will experience a robust recruitment process in accordance with the Recruitment and induction process. See appendix C.

10.4 All types of Governors will complete the following before being recommended to the VTB for approval:

- application form (which includes a declaration to uphold the Christian Vision and Values of DCVST and in accordance with Articles 103 will include the declaration to uphold the object of the company).
- skills audit (appendix D)
- DBS checks, including section 128 checks
- 2 successful references

10.5 In accordance with the Articles of Association and the Academies Financial Handbook (5.45-48) all Governors are required to complete their annual declarations of business and pecuniary interests as detailed in the Vine Declarations of Interests Policy. Governors will complete this annually via Governor Hub (GH).

10.6 Governors are required to keep their interests up to date, should they change throughout the year.

10.7 Governors are required to declare any conflict of interests at the beginning of any meeting. This will be considered and recorded in the minutes.

10.8 It is a statutory requirement that a register of the relevant business and pecuniary interests will be kept and published.

10.9 All Governors will annually sign the following confirmations via GH: to abide by the Governance code of Conduct, uphold the Vision and Values of DCVST and read Keeping Children Safe in Education (KCSIE)

10.10 Induction - In order to ensure a smooth transition to the new role and to provide support and advice to every new Governor a mentor will be appointed to work with them throughout their first year.

10.10a The mentor and mentee will meet at least once per term. For full details see Appendix C.

10.11 Skills - The Vine Skills Audit identifies the wide variety of skills, experience and behaviours that are required for the SGB to be effective in its role. The SGB, when considering recruitment and appointment, should ensure that there is adequate coverage of all skills and experience across the board.

10.11a For a full list of skills see the skills audit (appendix D).

10.12 Training - All Governors will be supported in their role through the TGL, resources on GH, networking meetings and the provision of access to regular training opportunities.

Templates and information to support governors with their individual responsibility roles can be accessed on GH and should be used.

10.12a All governors are required to complete Safeguarding Level 2 training. This must be completed within the first term of appointment and refreshed annually. All governors are required to read and confirm they have read Keeping Children Safe in Education (KCSIE) annually.

10.12b All governors are required to complete annual GDPR, cyber security and Prevent training. All training is detailed in the GH resources and on the Annual Governance calendar.

10.12c Additional governor training needs to ensure compliance may be identified throughout the year and will be communicated to governors by the TGL.

10.12d Governors are responsible for their own development and training related to their roles and can seek additional support from the TGL for this.

10.13 One to One meetings - Governors will have the opportunity to meet annually with the Chair (or nominated person from SGB) to review their roles and responsibilities, successful contributions to the SGB and to identify any training needs and support that may be required to help each governor to be the most effective they can be.

10.14 Self-Review - Each SGB is encouraged to complete an annual review of its role to identify any SGB development or training needs for the following year for individual governor roles or the full SGB.

11. Meetings

11.1 Clerking - Each SGB and TIB will be clerked by a professional clerk. The VTB have agreed that Schools Choice will be the provider of the clerking service and the quality and effectiveness of the provision will be reviewed annually by the VTB.

11.1a The day-to-day management and review of the clerking provision will be led by the Trust Governance Lead.

11.1b The clerk will support the Head and Chair in agenda setting, by supplying a template agenda for consideration two weeks before the meeting. They will take the minutes at the meeting and send them to the Chair and Head for comment after the meeting. They will upload the minutes to GH for approval at the next meeting.

11.1c The clerk will support with keeping GH documents and the constitution updated.

11.2 Minutes will be taken by the clerk, circulated to the Head and Chair for comment and uploaded to GH for approval at the next meeting. Minutes of each meeting will be signed and stored on GH.

Minutes, once agreed, can be shared publicly (e.g on website) or requested by any interested person.

11.2a These should be made easily available and (in accordance with ICO requirements) each school will publish the contact details of how such a request may be made.

11.2b Minutes will be available to the TGL and CEO on GH and will be viewed to ensure compliance and effectiveness as well as to support good communication.

11.3 Confidential minutes - With professional clerking and good minutes it is not anticipated that minutes will need to be confidential; however, there may be an occasion when information relating to a named person or any other matter that the SGB discusses may be agreed by the SGB to be considered as confidential. The relating minutes or documents will be marked as confidential and stored appropriately on GH and are not required to be shared.

11.4 Governor Hub is the key, secure forum in which governors will access all governance documents to support them in their role and meetings.

11.4a Governors are required to keep their records and details up to date on as GH reports will inform compliance audits and provide statutory governance records. Statutory information required for GIAS (Get Information About Schools) and to be published on the website will be accessed from GH reports.

11.4b All documents for SGB / TIB meetings should be uploaded, including the agenda, 1 week ahead of the meeting.

11.5 Meetings - The School Governance Board will meet six times per year (every half term) in accordance with the Annual Governance Calendar.

11.5a TIBs will meet monthly for the duration of the TIB (see full TIB terms of reference in Appendix A)

11.5b The SGB and TIB will conduct other meetings throughout the year as determined by the Annual Governance Calendar and in accordance with the relevant policy, e.g. Pay meetings and Admissions meetings.

11.5c Meetings dates and times will be agreed and set at the beginning of the academic year. The meeting dates, times and nature of meeting should be carefully considered by the SGB / TIB to ensure good attendance and retention of skills and expertise. The wellbeing and workload of the Headteacher should also be considered when agreeing the time and nature of meetings.

11.5d Meetings may be held virtually, via TEAMS or face to face, as determined by the SGB / TIB, so long as at least half the meetings during each academic year are held in person. Individuals may join any meeting virtually with the agreement of the Chair.

11.5e In order to secure the skills and expertise needed on an SGB or TIB it may necessary for a governor to be permitted to attend remotely to all meetings. Individual cases will be approved by the VTB.

11.5f It is expected that all governors will access information provided on GH and will attend meetings prepared and ready to be active participants.

11.6 Chair and VC - The Chair is appointed, annually, by the VTB (see 9.2)

11.6a The Vice Chair will be appointed, annually, by the SGB.

11.6b In the absence of the chair the vice-chair shall act as the chair for the purposes of the meeting.

11.7 Decision making - All governors appointed as part of the constitution (section 5) have voting rights.

11.7a Any decisions where there is no overall agreement shall be determined by a simple majority vote of those present and able to vote. The Chair will have a casting vote on an equality of votes.

11.8 Attendance - It is expected that all governors will attend all SGB meetings. Dates are set at the beginning of the year to enable good attendance.

11.8a If a governor is unable to attend a meeting, then their apologies should be notified to the clerk and chair and should include a reason for the absence.

11.8b Absences will be accepted or not at each meeting, as agreed by the SGB, and a record made in the minutes.

11.8c With remote attendance options available it is expected that governors will make every effort to attend their meetings and seek alternative ways to attend and contribute. For example, a governor who is unexpectedly unable to attend may send their questions and contributions in via the Chair for inclusion at the meeting.

11.8d Should an individual governor miss a meeting, without reason, then they will be contacted to explore the reason why. Should a governor not attend 2 meetings, without good reason, then the Chair will discuss this with them and explore their commitment and capacity for the role. Should a governor not attend 3 meetings, without good reason, then they will be removed (see section 11).

It is recognised that occasionally circumstances for a governor may change, or the role become more difficult for them to fulfil. The governor should discuss their situation with the Chair who will be able to explore temporary adaptations to the role of the individual to enable them (and their skills and expertise) to be retained on the board.

11.9 Quorum - For an SGB meeting the quorum is one half of the numbers of the SGB rounded up which must not be less than three.

11.10 For a TIB meeting the quorum is 2 TIB members.

12. Efficient and Effective School Governance Boards including Removal of SGB or Governor

12.1 The Diocese of Chelmsford Schools Trust (DCVST) is committed to establishing good governance at all levels and will provide support, training and oversight, via the TGL, to enable each of its Boards to be as effective as they can.

12.2 The TGL will report regularly to the VTB.

12.3 For a school that is considered by the VTB to be 'At Risk' and in need of regular, robust oversight of school improvement the SGB will be removed and the VTB will establish a Trust Intervention Board (see section 8). The decision to establish and remove any Board rests with the Vine Trust Board.

12.4 Removal of individual Governors – Governors may be removed from their role by the VTB under the following circumstances:

- refusal to sign declarations.
- refusal to sign confirmations.
- behaviour constitutes non-compliance with the Code of Conduct.
- nonattendance at 3 or more meetings without good reason.
- non completion of agreed role.

12.4a In some circumstances removal will be immediate as in the case of refusal to sign declarations. Governors who have committed one small act or behaviour which is not in line with expectations and may be at risk of being removed, will be spoken to by the Chair to provide a clarification of expectations and what needs to change. Should the behaviour continue then the governor will be removed.

12.4b Any member of the SGB can express their concerns about a governor to the Chair or TGL.

12.4c For support with the removal process the chair should contact the TGL.

12.5 Removal of Chair – The Chair may be removed from the role by the VTB, under the circumstances as listed above.

12.5a Should any member of the SGB have concerns about the Chair these should be raised with the Trust Governance Lead, who will support with next steps which may include additional support / training or a clarification of expectations and role. This may also lead to a recommendation to the VTB for removal.

Appendix A – Trust Intervention Board Terms of Reference



(SCHOOL NAME) Church of England Primary School

TRUST INTERVENTION BOARD Terms of Reference

Background

(NAME OF SCHOOL) has been categorised by the Vine Trust Board (VTB) as a school that is 'At Risk' due to one or more of the following concerns:

- The school is failing its pupils in relation to one or a combination of QE, BA, PD, LM or EYFs or improvement is too slow.
- Safeguarding is not effective.
- Christian Vision is a weakness.

The Diocese of Chelmsford Vine Schools Trust Board has, in accordance with its Articles of Association (100b) established a committee (referred to as Trust Intervention Board) for (NAME OF SCHOOL). The TIB was established from (TERM DATE) (agreed on meeting held (DATE OF TRUST MEETING) for a period of 3 terms when there will be a review and full assessment of need by the Trust Board to determine its continuation or conclusion.

The VTB has delegated all School Governance Board responsibilities to the TIB for (NAME OF SCHOOL) C of E Primary School.

Purpose

The purpose of the Trust Intervention Board is to provide effective governance through regular and robust oversight of School Improvement; to ensure rapid progress is being made and to promote high standards of educational achievement.

The Trust Intervention Board will:-

- Fulfil functions of the SGB (as contained in the Scheme of Delegation).
- Provide regular and robust oversight of school improvement and promote high standards of educational achievement.
- Ensure rapid progress is made and report regularly to the Vine Trust Board.
- Establish a Parent Forum to ensure good communication and feedback with the parent body.

Membership

The Trust Intervention Board (TIB) membership will consist of at least 3 members with appropriate levels of governance experience and seniority within the trust to be effective.

The Chair will be appointed by The Vine Trust Board, who is then delegated the

responsibility to appoint other members.

Members of the TIB should include:-

- 1 representative from the Diocese
- 1 representative from the SGB
- 1 Educational Governor

The CEO is able to attend all meetings as an observer.

Additional TIB members may be appointed for the expertise and knowledge they bring to the TIB in line with the needs and context of the School.

Constitution Terms of Office and proceedings

- All meetings will be clerked. The agenda and papers will be circulated at least 7 days in advance of the meeting and the minutes, once agreed by the chair, will be filed within 2 weeks of the meeting.
- Members of the TIB will hold office for the period that the TIB is in existence. Any resignations should be in writing to the Clerk.
- The quorum for all meetings of the TIB will be two members.
- TIB members will commit to attending all meetings. Any absences will be notified to the Clerk in advance of the meeting.
- The Chair will be appointed by The Trust Board, who is then delegated the responsibility to appoint other members.
- Additional members may be appointed, for the expertise and knowledge they bring to the TIB, in line with the needs and context of the School.
- The Chair (or Trust Board if it relates to the Chair) may remove existing members of the TIB for the following reasons; poor attendance; skills and expertise are no longer required; serious breach of confidentiality; or for non-compliance with the Terms of Reference or Code of Conduct.
- The TIB may make such arrangements as they see fit for the discharge of their functions.
- The Trust Improvement Board will meet monthly during term time, to ensure the pace of improvement is maintained and to monitor improvement. Should the needs of the school and responsibilities of the TIB require a deviation to the regularity of meetings then this may be agreed by all TIB members and the reasons for change noted at the appropriate meeting.
- All members of the TIB agree to abide by The Vine Trust Local Schools Board Code of Conduct including confidentiality.
- Where confidential matters are being discussed it will be for the TIB to determine if non-members can be present.
- The decision-making processes of the TIB will be open and transparent, and in partnership in the best interests of the school and its progress towards addressing the key issues for the school. In the event of a split decision, the Chair of the TIB will have the casting vote.
- Dialogue with any Media will be through close liaison with the CEO and the Trust's media advisor, and through the Headteacher and the Chair of the TIB. No other member of the TIB should have contact with any form of Media, unless authorised by the Chair.
- The TIB may be continued or concluded following a full review and assessment by The Trust Board.

Duties of the Trust Intervention Board

The Trust Intervention Board will:-

- Ensure the school complies with its statutory requirements.
- Fulfil delegated governance duties as included in the Trust SoD and SGB ToR.
- Provide challenge and support to the Headteacher and SLT.

- Approve the Trust Rapid Improvement Plan, ensuring the targets are appropriate for school improvement.
- Monitor and oversee a viable staffing structure.
- Monitor the quality of provision and standards of achievement within the school.
- Monitor school self-evaluation and assure themselves that this reflects a clear and accurate picture of the school.
- Seek external support as needed and determined by the TIB.
- Receive and consider a wide variety of information about the progress of the school, as requested by the TIB. This will include; regular information from the HT and SLT; advisor reports, external reports and feedback from monitoring visits and TAS (Team around the School).
- Invite visitors to present or contribute to TIB meetings as required.
- Ensure good management of communication between all stakeholders, including parents.
- Give the Headteacher reasonable directions to complete in relation to achieving school progress and in line with normal duties.
- The TIB is a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the TIB.
- Where functions have been delegated to an individual, or a group, they must report back to the full TIB on actions taken under delegation at the earliest possible opportunity.

The Role of the Headteacher

The Headteacher will:-

- Be responsible for the internal organisation and leadership and management of the school.
- Provide the TIB with regular information on the performance of all aspects of the school and will comply with any reasonable request or direction from the TIB to support the TIB in fulfilling its duties.
- Any urgent decisions that need to be taken by the Headteacher in the period between TIB meetings will be with the approval of the Chair of the TIB.

Appendix B – TIB Parent Forum Terms of Reference



(Name of school)

Trust Intervention Board (TIB) - Parent Forum Terms of Reference

Agreed on (date)

Purpose

The Parent Forum is established to:

- enable transparent and timely communication between the TIB and the parent body
- share the improvements and developments of (name) School
- enable the parents to ask questions about the progress and developments of (name of) School

This is a strategic forum, which will focus on the School Improvement Plan and core functions of the school.

Duration

The Forum will run alongside the TIB. When the Trust Intervention Board is disbanded, normal parent governors will join the School Governance Board.

The Vine Trust Board review the work of the TIB and following regular reviews will make the decision as to extend or remove the TIB.

Membership

The Parent Forum will consist of:

- The Chair of the TIB
- At least three parents

The Headteacher, other members of the TIB or members of the Trust may be invited to attend or present as needed.

Reporting

The Chair will facilitate the sharing of information to and from the TIB and Parent Forum.

Meetings

Parent Forums will be held (agree dates e.g following each TIB meeting or once per half termly).

Meetings will be held (agree how e.g on TEAMS or face to face).

Dates will be organised and shared in advance.

Notes will be taken, by the Chair and shared following each meeting.

Each meeting will follow the same agenda format:

1. Welcome
2. Top 5 to report on progress and developments of (name of school) as presented by the Chair of the TIB
3. Questions and feedback from Parents
4. Dates for next meeting
5. Thank you

Appendix C – Governance Recruitment and Induction Process



Governance Recruitment and Induction

The purpose of this process is to ensure that every governor/trustee, new to their post receives a robust recruitment and induction experience where expectations are shared and new governors/Trustees are fully informed of their roles, responsibilities, involvement and individual contribution to their Governance Role.

Before appointment:

Activity	Who
Using the results of the annual skills audit establish what skills are needed.	SGB/Trust Board
Advertise to the relevant audience, for the appropriate category of Governor, including skills that are required. (Include information on expectations of the role i.e time commitments and organisation)	Chair / Head supported by the Trust Governance Lead (involving media team and external advertising where needed)
Informal Contact / Greet and Meet (to find out about suitability and skills and share expectations, time commitment and understanding of role). Could involve a tour of the school. Could be via phone call or TEAMS. This is an opportunity for applicant to decide if they wish to proceed.	Chair / Head /TGL / CEO (for trustees)

Once the potential Governor/Trustee is happy to go ahead with the role, then the formal application process can be completed.

Activity	Who
Letter sent to prospective governor to include: <ul style="list-style-type: none"> - Advert with skills required / job description - Skills audit to be completed. - Application form (which requires 2 referees) - Self-declaration form 	Elizabeth (for Trustees) Admin Coordinator / TGL for Local Governance
Upon receipt of application	Elizabeth for Trustees
Write to referees to request references.	Admin coordinator for Local Governance
Review applications, skills audits and references	Head/Chair/TGL
For shortlisted candidates – Online Checks to be completed.	Admin coordinator

Secure folders to be set up (on S drive) for local governance papers and on V shared drive for Trustees	AC Elizabeth
<p>Once referees are received Review all paperwork and decide on suitability of candidate and if to be offered an interview.</p> <p>Interview invitations to be sent.</p> <p>Interview completed</p>	<p>Head/Chair/TGL</p> <p>Elizabeth for Trustees Admin coordinator for SGB</p> <p>Head/Chair/TGL</p>
<p>After interview</p> <p>If not to be appointed: Letter sent to inform prospective Governor / Trustee and reason.</p> <p>If to be appointed: Recommend to Vine Trust Board for approval at next Trust Board meeting. For Trustees - Take to Members for approval</p> <p>DBS, Section 128, self-declaration and right to work checks to be completed.</p> <p>DCVST email set up.</p> <p>Induction session to be completed</p>	<p>Head/Chair/TGL Elizabeth</p> <p>TGL</p> <p>Chair of Trust Board</p> <p>Admin Co for SGB HR@dcvst for Trustees</p> <p>itsupport@dcvst.org</p> <p>TGL</p>
<p>Once Trust Board / Members have approved (and DBS has been completed): Welcome letter (from CEO) to be sent confirming the term of office and appointment date. It will also include details on relevant confirmations and declarations which need to be completed.</p> <p>Access granted to Governor Hub</p> <p>Access to Educare</p> <p>Add to website and GIAS and SCR</p> <p>All Trustee folders to be sent to HR, add to website, GIAS and SCR</p> <p>All Governor folders to be sent to AC, add to website Trustee pen portraits to be added to website</p> <p>In order to access Governor Hub from a personal laptop, within a school setting, you will need a permission certificate added to your laptop. This will enable secure access to your folders and documents whilst maintaining the security of school systems.</p>	<p>Elizabeth / TGL</p> <p>TGL / Clerk</p> <p>Sharon.Porter@dcvst.org</p> <p>FP/AC</p> <p>HR@dcvst.org</p> <p>AC PR Officer</p> <p>itsupport@dcvst.org</p>

During induction:

The induction will be led by the Trust Governance Lead (for Governors and Trustee appointments) but will include the Chair and/or ANO Governor/Trustee from the relevant SGB or VTB. (Remember: Ensure DBS check has been completed)

Make sure the new Governor has had the opportunity:

- to meet with Headteacher and Chair of Governors (Trustees: Chair or VC and ANO)-
- tour the school (for SGB)
- Appoint a Mentor

Make sure the new Trustee has had the opportunity:

- to meet with CEO and Chair of VTB
- Observe a Trust Board meeting
- Appoint a Mentor

Vine Governance Essentials (from Governor Hub) to be shared including:

- Code of conduct
- School / Trust Priorities
- Scheme of Delegation
- Monitoring (Governors)
- Training (GDPR, Safeguarding, Prevent, Diocese)
- Roles and responsibilities of all Governors / Trustees and their role (informed by skills audit)
- Terms of Reference
- Governor Hub access
- Key dates including meeting dates for the year
- Annual Governance Calendar (SGB's)
- Acronyms

After appointment - Mentoring

In order to ensure a smooth transition to the new role and to provide support and advice to every new Governor / Trustee a mentor will be appointed to work with them throughout their first year.

It is envisaged that the relationship between the mentor and mentee will be two-way with either side instigating communication as needed.

It is suggested that the mentor and mentee agree a suitable form of communication (email, phone, text, virtual, in person). It is recommended that the mentor and mentee meet at least once per term.

It is expected that the following will be discussed / checked during discussions:

- Safeguarding and Prevent training completed?
- Diocese training completed?
- GDPR Governor leaflet read and training completed?
- All declarations and confirmations completed (on GH)
- Able to locate all relevant governance documentation
- Identification of any training needs
- Any questions following meetings
- Any questions related to undertaking monitoring activities
- Do you know your link members of staff and other Governors/Trustees?
- Any questions regarding individual responsibilities or role?
- Access to acronyms

If there are any concerns about the role, relationship or any tricky questions then please make sure you speak to the Chair or Vice Chair who will be more than happy to help.

For any other questions related to governance please contact the Trust Governance Lead:

julie.taylor@dcvst.org

Your Name:

School Governance Board name:

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. Although some of the questions refer to aspects of governance not part of the scheme of delegation to a Local Schools Board it is useful to have an awareness of your skills in those areas.

	1	2	3	4	5
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1. Strategic leadership

I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have experience of charity law and governance.					
I have previous experience of being a governor/trustee in another school or being a board member in another sector					
I have experience of chairing a board/governing board or committee.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I am committed to the organisation's vision and ethos.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I am proficient in prioritising, assessing and mitigating risk.					
I have experience of school sector risk management, including managing conflicts of interest/loyalty.					

2. Accountability

I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have expertise in curriculum development, school assessment and progress/attainment.					
I have experience of working with leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I have an understanding of the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					

I have financial management expertise, with experience of funding allocation/budget monitoring and contributing to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience of procurement/purchasing.					
I have experience of property and estate-management.					
I have experience of HR policy and processes, including employment legislation, recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
3. Church of England Academy					
I am used to thinking and discussing about the interface of faith and social issues such as education.					
I bring strong links with a local church and/or the Diocese.					
I will be committed to upholding the Christian ethos and values of both the Vine Trust and the academy, including in my participation at all times.					
4. People					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a governor/trustee.					
I am a strong communicator and committed to building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity and equality.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
5. Structures					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including senior leaders.					
I have experience of reviewing governance structures.					
6. Compliance					
I have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the duties, responsibilities of a School Governance Board under the Terms of reference and Scheme of Delegation					
School Governance Boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.					
I have the confidence and ability to speak up when concerned about non-compliance.					

7. Evaluation

I am aware of my own strengths and weaknesses and committed to personal development.

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I have experience of evaluating board decisions and am willing to contribute to board self-review.

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