What is the structure of a BDAT local governing body?



In BDAT academies, the board of trustees appoint all members of the local governing bodies of our academies.

Upon conversion to academy status, the BDAT governance team undertakes an audit of governance structures and skills in order to ensure there is the right skills around the table.

The number of people who sit on the LGB shall be a minimum of 3 and a maximum of 16.

In addition each LGB should include (or have made efforts to include) the following members:

Incumbent or Principal Officiating Minister of the Parish in which the Academy is sited (applicable to designated Church schools only)

1 staff member

2 parent members

The Principal or Executive Principal

The Trustees may also appoint co-opted members to an LGB.

Election – some positions may be filled by election through voting systems such as a ballot. This is always conducted for parent and staff elections.

The governing board should make the following information clear when running an election for parent and staff governors:

- The core functions and the role of the governor; induction, training and development available and how governors will help them fulfill it.
- Expectations of governors in relation to a number of areas, e.g. frequency of meetings and term of office.
- Any desirable skills or experience.

As a parent, how can you get involved?



If you want to get involved, you can put yourself forward as a candidate when the next opportunity arises for a parent governor.

You'll be offered the opportunity to publish a statement setting out:

- The evidence of the extent to which you possess the skills and experience the governing board requires.
- Your commitment to undertake training and development and acquire new skills.
- How you plan to contribute to future work of the governing board and contribution to date if it is a re-election.

bdat
Bradford Diocesan Academies Trust

Local Governing Body FAQs for parents

Do you understand how BDAT local governing body functions?



What is the role of a local governor?

The main responsibility of a local governor is to ensure high standards of achievement for all pupils at the academy. To do this, governors have broad responsibilities to:

- Ensure the clarity of vision, ethos and strategic direction of the school.
- Hold executive leaders to account for the school's and pupils' performance, as well as the performance management of staff.
- Oversee the financial performance of the school, making sure money is well spent.

What is the structure of a BDAT local governing body?



In BDAT academies, the board of trustees appoint all members of the local governing bodies of our academies.

Upon conversion to academy status, the BDAT governance team undertakes an audit of governance structures and skills in order to ensure there is the right skills around the table.

The number of people who sit on the LGB shall be a minimum of 3 and a maximum of 16.

In addition each LGB should include (or have made efforts to include) the following members:

Incumbent or Principal Officiating Minister of the Parish in which the Academy is sited (applicable to designated Church schools only)

1 staff member

2 parent members

The Principal or Executive Principal

The Trustees may also appoint co-opted members to an LGB.

Election – some positions may be filled by election through voting systems such as a ballot. This is always conducted for parent and staff elections.

The governing board should make the following information clear when running an election for parent and staff governors:

- The core functions and the role of the governor; induction, training and development available and how governors will help them fulfill it.
- Expectations of governors in relation to a number of areas, e.g. frequency of meetings and term of office.
- Any desirable skills or experience.

As a parent, how can you get involved?



If you want to get involved, you can put yourself forward as a candidate when the next opportunity arises for a parent governor.

You'll be offered the opportunity to publish a statement setting out:

- The evidence of the extent to which you possess the skills and experience the governing board requires.
- Your commitment to undertake training and development and acquire new skills.
- How you plan to contribute to future work of the governing board and contribution to date if it is a re-election.

bdat
Bradford Diocesan Academies Trust

Local Governing Body FAQs for parents

Do you understand how BDAT local governing body functions?



What is the role of a local governor?

The main responsibility of a local govern is to ensure high standards of achieveme for all pupils at the academy. To do th governors have broad responsibilities to:

- Ensure the clarity of vision, ethos a strategic direction of the school.
- Hold executive leaders to account f the school's and pupils' performance, well as the performance manageme of staff.
- Oversee the financial performance the school, making sure money is w spent.

What does the governing board do?

The governing board determines:

- The vision and ethos of the school.
- Strategic priorities and targets for the school.
- That all pupils, including those with SEND, have access to a broad and balanced curriculum.
- The school's budget, including the use of pupil premium.
- The school's staffing structure and key staffing policies.
- The principles to be used by school leaders to determine other school policies.

The governing board holds leaders to account by:

- Agreeing the outcomes of the school's self-evaluation, and ensuring they are used to inform priorities for the school development plan.
- Considering all relevant data and feedback on all aspects of school performance.
- Asking challenging questions of school leaders, such as "how will this decision impact pupils?"
- Ensuring leaders have organised the required audits and that results are shared.
- Ensuring leaders have developed the necessary policies and procedures, and the school is acting in accordance with these.
- Acting as link governors on specific issues, e.g. safeguarding, enquiring about relevant staff, and reporting back to the governing board on the school's progress in relation to the specific issue.
- Listening and reporting to the school's stakeholders: parents, pupils, staff and the wider community.



The governing board also ensures that school staff have the resources and support they need to do their jobs well, access external advice and ensure that resources used have an impact.

When required, the governing board will:

- Hear staff or pupil disciplinary hearings with the support of Fusion HR or the Local Authority. This may be for their own school or another within the Trust.

The governing board does <u>not</u>:

- Write school policies.
- Undertake any audits.
- Spend much time with pupils.
- Fundraise for the school.
- Undertake classroom observations to judge the quality of teaching.
- Undertake the role of school staff.

What are the different types of governors?

Chair – the individual that leads the governing board. They are appointed by the Trust Board.

Parent governor – an individual who has a child of legal school age at the school, and is serving as a governor. They are elected by other parents at the school.

Staff governor – an individual who is also a member of staff; usually elected by the staff to ensure that their views are represented on the governing board.

Academy governor – an individual from the community who possesses the skills required by the board – they are appointed by the governing board after an interview.

Academy trustee – in academies, trustees hold the same responsibility as the governing board of a maintained school. They are appointed by the members of the academy trust.

Academy members – members have control over the academy trust – they appoint some trustees and amend the articles of association.