



Governor's Handbook November 2024



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Background

Founded in 2016 by the Headteacher and Governors of Haygrove School, the Quantock Education Trust (QET) comprises a cross phase and mixed group of schools, including church and non-church schools, that covers Early Years through to Sixth Form and State Boarding provision. We are united around a common vision and a shared ambition to improve the life opportunities of all children and young people in our Trust community. We are bound by a strong sense of collective and civic responsibility and desire to achieve excellence. We also have a strong focus on the development of character education to equip our young people for successful learning and to help them live fulfilled lives.

Spaxton C of E Primary School is a small rural one form entry school, rated as 'Outstanding' by Ofsted when inspected in 2014.

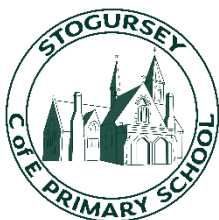


'Our vision is for a school where children take ownership of their learning and teaching is driven by a commitment to developing character and ensuring every child can flourish in their own unique way'.

Headteacher – Rachel Rood
Chair of Local Governance Committee (LGC) – Andrew Watson
Clerk to LGC – Vacant

Tel: 01278 671409 / <http://www.spaxton-school.co.uk/web>

Stogursey C of E Primary School is a small rural one form entry school, with a Pre-School, rated overall as 'Requires Improvement' when inspected in 2023, with 'Good' for Behaviour and Attitudes, and Personal Development. Areas for development were early Reading, and curriculum design and implementation.



'Our focus is on providing exciting learning expectations for our children building their character and encouraging active involvement in our local community'

Headteacher – Gary Tucker
Chair of Local Governance Committee – Bernard Maskell/Jodie Burghes
Clerk to LGC – Tracy Barnes

Tel: 01278 732389 / <https://www.stogurseyprimaryschool.co.uk/web/>

Haygrove School is an 11-16 seven form entry secondary school situated in the town of Bridgwater, serving families in the town as well as from the surrounding villages. It was rated overall 'Good' by Ofsted with 'Outstanding' for its leadership and management when inspected in April 2024.



'It is our goal to provide every child with an extensive range of opportunities and experiences that build confidence, resilience and responsibility. These characteristics are essential, not only for academic success, but for improving life chances and self-fulfilment'

Interim Headteacher – Leanne Mills
Chair of Local Governance Committee – Jenny Ashworth
Clerk to LGC – Tracy Barnes

Tel: 01278 455531 / <https://www.haygroveschool.co.uk/>

Sexey's C of E School is an 11-18 form non-selective entry state day/boarding school situated in Bruton. The school was rated 'Good' by Ofsted when inspected in January 2023.



'We are ambitious for our students' academic achievement and provide an inclusive, friendly environment – producing confident young citizens'.

Interim Executive Headteacher – Aaron Reid
Chair of Local Governance Committee – Rev Jonathan Evans
Clerk to LGC – Vacant

Tel: 01749 813393 / <https://www.sexey.somerset.sch.uk/>

Ashlands C of E Primary School has a strong Christian ethos and the links with St. Bartholomew's Church. The school is set in the thriving market town of Crewkerne and at its latest Ofsted Inspection was rated 'Requires Improvement'. Areas of development were Pupil Expectations, Curriculum, Governor challenge.



"Love of Learning, Love of Life, Love of One Another"

Headteacher – Nicola Ball
Chair of Local Governance Committee – David Harvey
Clerk to LGC – Tracy Barnes

Tel: 01460 73437 / <https://www.ashlandsprimaryschool.co.uk/>

Haselbury Plucknett C of E Primary School is in the heart of Haselbury Plucknett village in South Somerset. At its last Ofsted Inspection in July 2018, the school was rated 'Good'.



"Working together with parents and the wider community of church and village, we offer our children the chance to achieve their very best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love."

Headteacher –Lois Bowery
Chair of Local Governance Committee – Craig Pierce
Clerk to LGC – Wendy Abbott

Tel: 01460 72833 / <https://haselburyplucknettschool.co.uk>

Merriott Primary School is set in the heart of a large village in South Somerset. The school was rated 'Good' in all aspects when it was inspected in March 2023.



"We believe that 'Learning and Growing Together' captures what we are all striving for at Merriott Primary School. It is a focus for the following aims and demonstrates our commitment to equality of access to a broad, balanced curriculum for all."

Headteacher – Lois Bowery
Chair of Local Governance Committee – Craig Pierce
Clerk to LGC – Wendy Abbott

Tel: 01460 72547 / <https://merriottfirstschool.co.uk/>

St Bartholomew's C of E Primary School is set in the thriving town of Crewkerne in South Somerset. The school was described by Ofsted in November 2017 as a 'nurturing haven' and was rated 'Good'.



"Rooted in love, we aspire to help our children flourish as respectful, compassionate citizens who positively contribute to our world. From small beginnings, we seek to give children strong roots that allow them to thrive, giving them the wings to fly."

Headteacher – Gemma Coward
Chair of Local Governance Committee – Stephen Gray
Clerk to LGC – Emma Harwood

Tel: 01460 72829 / <https://www.st-bartholomews.somerset.sch.uk/>

Welcome from the Chief Executive Officer

The Quantock Education Trust is a registered charity and is committed to the delivery of good and outstanding education for our children and young people. Our ambition is to ensure that all our children and students are able to access the highest standards of teaching, resources and opportunities, regardless of background or ability. The Trust's role is to oversee the leadership and governance of member schools and to develop effective and supportive partnerships between them, in line with our Trust vision and values. We maintain a strong focus on school improvement and the provision of practical, bespoke and targeted support. Our school improvement strategy is underpinned by the operational culture of our Trust which provides effective support for school business functions; appropriate alignment of policies and procedures; a framework for quality assurance; and excellent opportunities for professional development to ensure a high quality of education.



Chrysta Garnett, CEO

Our Trust has pledged to protect and celebrate the diversity of each of our schools and therefore each retains its own unique identity including its values and ethos. We work closely with the Diocese of Bath and Wells to reinforce and enrich our commitment to the church status of our schools. There is however a strong sense of QET identity and belonging which binds our schools in collaborative thinking, ambition and opportunities. Each school receives a range of financial and practical benefits and the Trust's role is to ensure that each school is financially secure. Our aim is to ensure that our Trust schools are the first choice for all families in our respective communities.

Our school leaders work collaboratively to strive for excellence and focus relentlessly on ensuring that every child is given the opportunities to achieve academic success by overcoming any inhibiting factors. High standards of teaching are critical in enabling every child to achieve success and a recognition that pastoral support is also essential for providing bespoke and flexible levels of support for social and emotional wellbeing. The promotion of character attributes such as resilience, courage and independence are integral to our practice, both in and outside the classroom. Our moral purpose is to make a positive difference to the lives of all our children and young people and we work hard to reinforce explicitly at every opportunity our Trust vision and values and to demonstrate our sense of civic responsibility.

The QET has a proven track record of delivering school improvement and has actively sought to work in partnership with other Trusts and schools, utilising the support of the best regional and national experts to help shape our School Improvement Offer to our schools. This has enabled us to maintain an outward-facing and collaborative mindset and practice.

We are tremendously proud of all our schools, our children and students, teachers, leaders, governors and support staff who provide day to day a great commitment and a sense of care in ensuring that all our children and young people are able to enjoy learning and make good progress in a safe and secure environment.

Our Vision, Mission, Aim and Values

Vision	To enrich life opportunities for all members of our Trust community, working and learning together with aspiration, ambition and care, in our schools and wider society
Mission	To improve outcomes for all pupils across the Trust and ensure that every child fulfils his or her potential and makes excellent progress
Aim	The Trust is defined by its values and ethos, which drive our all-through school improvement model. We prioritise academic achievement which is underpinned by the development of personal qualities to foster a love of learning and civic and moral character

Our values

- **Uniqueness;** We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community, celebrating the similarities and differences between our Christian and non-Christian schools.
- **Community;** we listen to, influence and play an active role in our communities
- **Aspiration;** we raise standards and provide opportunity for developing talents in all areas of life
- **Respect;** we respect and celebrate the value and preciousness of each individual
- **Equity;** we aim to enrich the unique life opportunities of all, overcoming barriers and achieving goals

We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community, celebrating the similarities and differences between our Christian and non-Christian schools.

Governance

The Trust has clearly defined roles and responsibilities for its Members, Board of Trustees, CEO Executive Team, Local Governance Committees and Headteachers.

The Trustees delegate duties to the Local Governance Committees through the QET Scheme of Delegation and Terms of Reference.

Local Governance Committees (LGCs)

The role of the Local Governance Committee (LGC) is to provide support and challenge at a local level, being a local voice, a link with the local communities and churches and be advocates for all the Trust's schools. They hold the Headteachers to account for the educational performance of the school and its pupils and for the performance management of its staff. They support and challenge the school's ethos and curriculum provision, pupil outcomes and achievement, enriching community cohesion and communication within each school, having first-hand experience of the individual community needs. Engagement with parents is prioritised in ensuring that this partnership is a strong factor in supporting the process of learning, the raising of additional funds and the development of character.

Members

The Members of QET are the guardians of the governance of the Trust. They are responsible for ensuring the Trust complies with all aspects of law and regulation to it and operates within the requirements set out in the Trust's Articles of Association, the Academies Financial Handbook and current policy of the Department of Education and Charity Commission.

Functions:

- Members will hold the Trustees accountable for ensuring that the Trust's Objects (as set out its Articles of Association) are met and that the income and property of the Trust shall be applied solely towards the promotion of the Object
- Members will be responsible for appointing new Members and for appointing Directors as set out in the Trust's in the Articles of Association
- Members are responsible for the appointment of the Trust's auditors

Accountability:

- Accountable to the Secretary of State for Education

Trustees

The Board of Trustees three core functions are:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Chief Executive Officer and the Executive Team to account for the educational performance of academies and pupils, and the performance management of staff
- Overseeing the financial performance of each academy and making sure money is well spent

The Board of Trustees main responsibilities include:

- Assessing and managing the principal risks to the Trust
- Appointing the CEO and holding him/her to account for the Trust's overall performance, and for discharging the role of Accounting Officer
- Ensuring that the Trust operates with prudent financial planning and remains solvent
- Monitoring the work of Local Governance Committees

Directors' duties, under the Companies Act 2006, include:

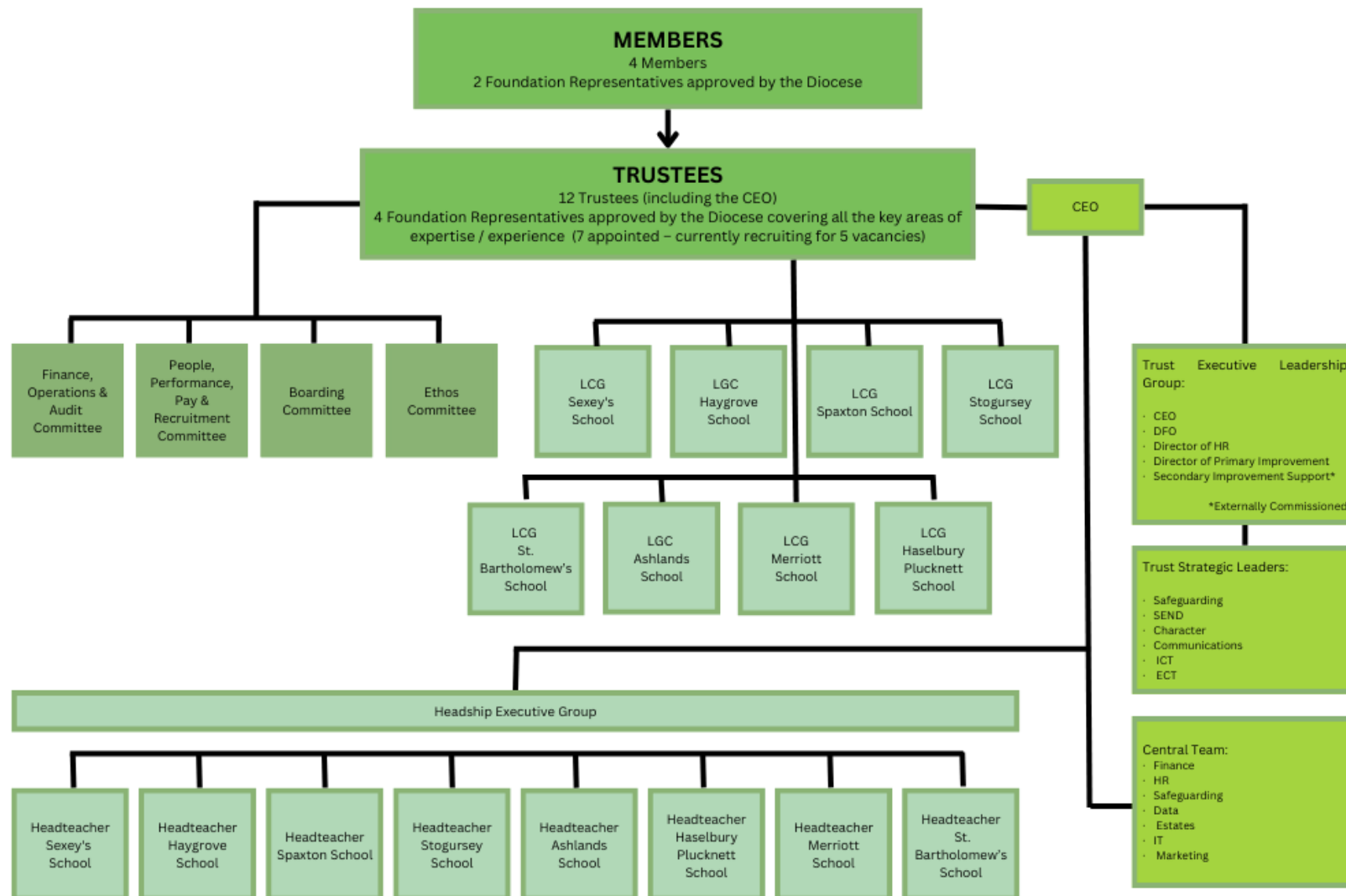
- Acting within their powers
- Promoting the success of the company
- Exercising independent judgement
- Exercising reasonable care, skill and diligence

- Avoiding conflicts of interest
- Declaring an interest in proposed transactions or arrangements

A copy of the [Trust's Standing Orders](#) can be found on the [QET website](#).

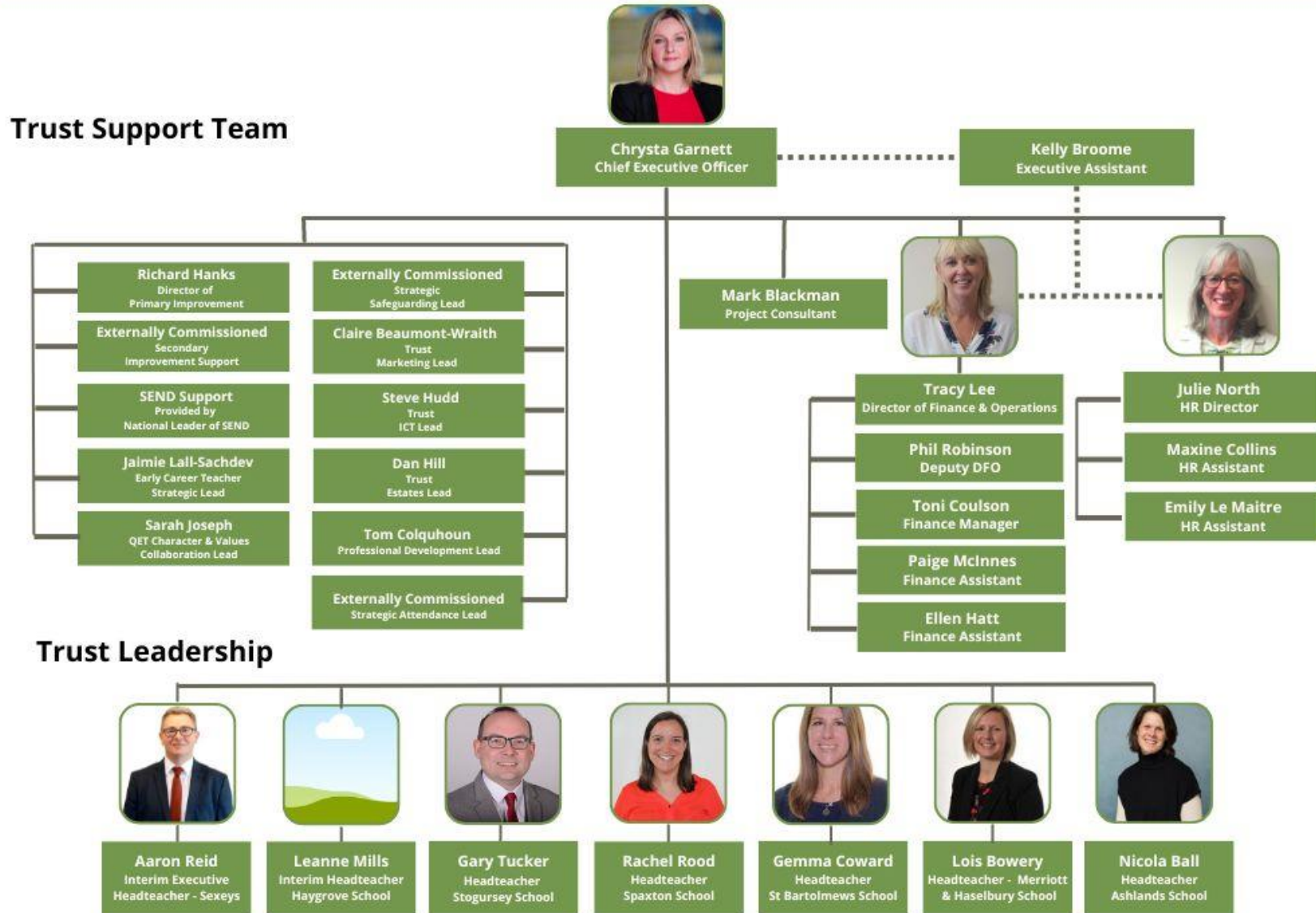


Governance Structure



The Quantock Education Trust is governed by a Board of Trustees who are accountable to the Members and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the schools operated by the Trust.

Executive & Trust Leadership



Role of the Local Governance Committees (LGC)

The role of a governing committee is to focus on strategic responsibilities, school improvement and the outcomes for its students. The terms 'governing committee' and 'governor' apply to anyone within the Governance structure on page 9 of this document.

As our 'sector voice' we take our lead from the Confederation of Schools Trust's position, which is that the local tier of governance is absolutely essential to effective governance of a complex organisation in a multi-academy trust. While trusts have different approaches to the local tier of governance, it is essential that trusts are clear about what functions of governance are delegated. In some cases, the local tier of governance holds no formal decision-making functions and is advisory only.

In CST's view, the local tier of governance is essential because those involved in local governance can most effectively fulfil the following roles:

- They are the trust's ambassadors in the local community and indeed hold deep knowledge of the community and their specific needs. This knowledge and understanding is essential to the trust board.
- They can most readily fulfil the board's responsibility to involve parents, schools and communities to ensure decision-making is supported by meaningful engagement.
- They can play a very important role in relation to safeguarding and safety as they know their schools intimately and will, in many cases, have closer involvement in the school than the trust board.
- Through the voices of local stakeholders, they can play a very important role in assuring the school's overall performance and quality of education. This is particularly important in the context of Ofsted inspections. Ofsted's Education Inspection Framework recognises that trust governance functions can be quite different from those in a maintained school and inspectors will look to the trust's scheme of delegation and annual financial statements to understand delegated responsibilities. They should always speak to the chair of the trust board (or a delegate), but may also want to speak to other trustees and those involved in local governance depending on delegated responsibilities.

QET Trustees are legally responsible for ensuring that the statutory requirements of academy governance are undertaken. They delegate a number of these responsibilities to LGC's via Schemes of Delegation. The LGC should spend their time concentrating on their school's strategic priorities. This includes development priorities and the progress students are making rather than the day-to-day running of the school, i.e. management tasks that should be carried out by the Senior Leadership Team (SLT). Our approach to governance is a skills-based model which means getting the right people around the table rather than having an overly structured approach to the governing body composition. This skills-based approach aims to increase the effectiveness of the governing body ensuring that it sets the vision and direction for the future and holds the school to account for its standards and conduct. The role of the governing body is critical to the effectiveness of the schools within the Trust.

There are eight main principles needed to transform the team of diverse people with a range of skills, experience and knowledge into a highly effective governing body:

1. The right people around the table.
2. Understanding roles and responsibilities.
3. Good chairing.
4. Professional clerking.
5. Strong relationships based on trust.
6. Knowing the school – its data, staff, students, parents and community.
7. Commitment to asking challenging questions.
8. Confidence to have courageous and, when needed, challenging conversations in the interests of pupils.

The education system in England is ever changing, becoming more diverse as new structures and processes are implemented. These changes have brought an increased focus on the role of governance in education, this means that the governing body falls under scrutiny for the overall success of the Trust.

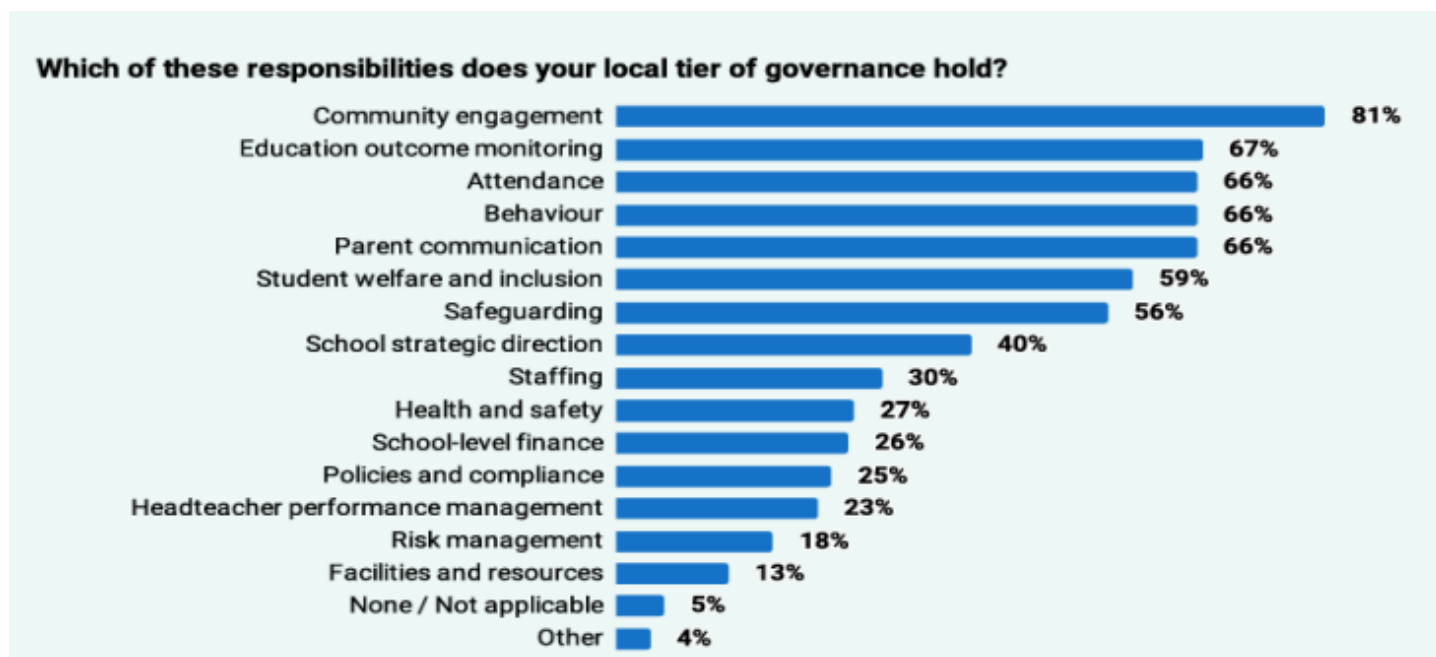
The governing body is responsible for the promotion of high standards of educational achievement. It should aim to achieve this by;

- Participating in the appointment of the headteacher – led by the Trustees.
- Holding the headteacher and senior leadership team to account for the educational performance of the school.
- Contributing to the performance management of the headteacher – led by the Trust CEO.
- Overseeing the school improvement strategy and development plan.
- Monitoring and evaluating the work of the school leadership by reviewing the:
 - Headteacher performance
 - Effectiveness of the local policy framework
 - Progress towards educational targets
- Responding to Ofsted and external reports as necessary, ensuring that school improvement remains the focus of the work of the LGC.
- Ensuring that students, parents and the community are involved, consulted, and informed as appropriate.
- Demonstrating a commitment to the governing body’s development.

Promoting British and Church of England Values

It is the responsibility of the governing body to ensure the school has a written vision statement and strategy to promote and reflect the British value of democracy in place. It is the right of the governing body to suspend any governor for acting in a way that is contrary to the ethos of the school or undermines fundamental British Values.

CST’s recent National School Trust Report (2024) also supports the QET’s direction of travel in terms of what is being seen across the country in relation to the key responsibilities of local governance in 2024.



Code of Conduct for Governance

The Quantock Education Trust (QET) governing body comprises members, trustees, and local governors for each school.

As individuals on the governing body, you agree to the following:

Role & Responsibilities

- Understand the purpose of the governing body and the role of the executive team/Headteacher.
- Accept that you have no legal authority to act individually, except when the governing body has given you delegated authority to do so, and therefore you will only speak on behalf of the governing body when you have been specifically authorised to do so.
- Accept collective responsibility for all decisions made by the governing body or its delegated agents. This means that you will not speak against majority decisions outside governing body meetings.
- Have a duty to act fairly and without prejudice, and in so far as you have responsibility for staff, you will fulfil all that is expected of a good employer.
- Will encourage open governance and will act appropriately.
- Will consider carefully how our decisions may affect the community and other schools.
- Will always be mindful of your responsibility to maintain and develop the ethos and reputation of the trust/school. Your actions across the trust, within each school, and with the local community will reflect this.
- In making or responding to criticism or complaints you will follow the procedures established by the governing body.
- Will actively support and challenge the executive team/Headteacher

Commitment

- Acknowledge that accepting office on the governing body involves the commitment of significant amounts of time and energy.
- Will involve yourself actively in the work of the governing body, and accept your fair share of responsibilities, including service on committees or working groups.
- Will make full efforts to attend all meetings and where you cannot attend explain in advance why you are unable to do so.
- Will get to know the trust/school well and respond to opportunities to involve yourself in trust/school activities.
- Will visit school(s), with all visits arranged in advance with the executive team/Headteacher/Head of School and undertaken within the framework established by the governing body.
- Will consider seriously your individual and collective needs for induction, training and development, and will undertake relevant training.
- Accept that in the interests of open government, your full name, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the trust/school website.
- In the interests of transparency, you accept that information relating to members of the governing body will be collected and logged on the DfE's national database of governors (Edubase).
- Strive to work as a team in which constructive working relationships are actively promoted.
- Will express views openly, courteously and respectfully in all communications with others.
- Will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- Be prepared to answer queries from other members of the governing body in relation to delegated functions and take into account any concerns expressed, and will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

- Will seek to develop effective working relationships with the executive team/Headteacher, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- Will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- Will exercise the greatest prudence at all times when discussions regarding trust/school business arise outside a governing body meeting.
- Will not reveal the details of any governing body vote.

Conflicts of interest

- Will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests and if any such conflicted matter arises in a meeting will offer to leave the meeting for the appropriate length of time. You will accept that the Register of Business Interests will be published on the trust/school website.
- Will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- Will act in the best interests of the trust/school as a whole and not as a representative of any group, even if elected to the governing body.
- Any changes in circumstances must be recorded on your Declaration of Business Interests form. Please contact your Clerk for details of how to do this.

Breach of this code of conduct

- If QET believes this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Should it be the chair that we believe has breached this code, another governing body member, such as the vice chair will investigate.

Principles and personal attributes

The principles and personal attributes that you bring to the governing body are as important as your skills and knowledge. These qualities enable you to use our skills and knowledge to function well as part of a team and make an active contribution to effective governance.

You will fulfil your duties in line with the seven principles of public life, the Nolan principles. These are:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honest
- Leadership

You will be mindful of the responsibility under equality legislation, recognising and encouraging diversity and inclusion. You will strive to understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, you will demonstrate the following attributes:

- **Committed**
 - Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people.

- Prepared to give time, skills, and knowledge to developing themselves and other in order to create highly effective governance.
- **Confident**
 - Having an independent mind, able to lead and contribute to courageous conversations.
 - Be willing to express their opinion and to play an active role on the governing body.
- **Curious**
 - Possessing an enquiring mind and an analytical approach.
 - Understanding the value of meaningful questioning.
- **Challenging**
 - Providing appropriate challenge to the status quo.
 - Not taking information or data at face value and always driving for improvement.
- **Collaborative**
 - Prepared to listen to and work in partnership with others. ○ Understanding the importance of building strong working relationships within the governing body and with executive leaders, staff, parents and carers, pupils/students, the local community, and employers.
- **Critical**
 - Understanding the value of critical friendship which enables both challenge and support. ○ Self-reflective, pursuing learning and development opportunities to improve own and whole governing body effectiveness.
- **Creative**
 - Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving.
 - Recognising the value of innovation and creative thinking to organisational development and success.

Composition of QET's LGCs

Governor categories

The main roles and responsibilities of all governors are the same and all governors are charged with acting in the best interests of the academy trust. The type of governor affects the way in which they may be appointed. The term of office for all governors is four years. After a year in the role all governors have the opportunity to review their role with the Chair of Governors. This review enables successes to be recognised and challenges to be identified and addressed. When conducting elections for staff and parent governors, the expectations and credentials of prospective candidates should be made clear.

QET nominee

This is a governor that is nominated by QET to represent the Trust on the governing body. They will have been nominated by the Trust because of the added value they bring through their skills, professional expertise, local connections or wider links.

Co-opted governor

Members of the governing body that are predominantly based in the local community (living or working) of the academy. A co-opted governor represents the community interests on the governing body. In some instances,

community governors can be individuals who are committed to the good governance and success of the academy but do not work or live close to it. Co-opted governors are *appointed by the governing body* following a successful application process.

Staff governor

Members of the governing body who are employed by the academy under an employment contract. All staff who are paid to work at the academy are eligible to stand for election and vote. The headteacher, is automatically a member of the governing body (this is known as an ex-officio governor). If a staff member leaves their role at the academy, they will cease to be a governor. Staff governors are *elected by their peers* to sit on the governing body.

Parent governor

Members of the governing body who have registered students at the academy. All parents of a student at the academy at the time of the election, whether or not they live with the student, are eligible to stand for election and vote. To be eligible to stand for and vote in an election for a parent governor the persons must be someone involved in the full-time care of the child on a settled basis. Parent governors are *elected by their peers* to sit on the governing body.

Associate member

Associate Members are not governors but can be invited to sit on one of the committees of a governing body, usually because they have specific skills. They can be given the right to vote at committee meetings and are appointed for between one and four years by the governing body.

Link governor

Link governors are nominated from within the LGC and can be utilised to act as a connection between a subject area or area specialist within the academy and the governing body. This link is good way for governors to get to know the academy better and encourages a good working relationship to build knowledge within the governing body and enhance success.

There is a legal requirement for each governing body to have link governors for Special Education Needs (SEN) and Safeguarding, it is also recommend that every academy has a link governor for both Pupil Premium, Health and Safety and Careers.

The QET has produced a pack of supporting documentation for all Link Governors to support their work which should be used to record visits and findings. Training is also available for Link Governors to help them provide the appropriate levels of support and challenge to school leaders as well as to provide an additional layer of scrutiny/verification in SEND, Safeguarding, PP and H&S.

Composition of QET's Trustees

Method of recruitment and appointment or election of Trustees

The Academy Trust shall have the following Trustees as set out in its Articles of Association and funding agreement:

- A minimum of 5 Trustees (see Article 45) with no maximum
- A minimum of 3 Trustee will be appointed by the Members (see Article 50)
- A minimum of 3 Trustees will be appointed by the Diocesan Corporate Member resulting in no more than a 50% representation of Foundation Trustees (see Article 50A)
- Membership includes the CEO (see Articles 46c)
- A minimum of 2 Parent Trustees can be elected or appointed or alternatively 2 may be included on each Local Governance Committee (see Article 46d)

- The total number of Trustees including the CEO, who are employees of the Trust must not exceed one third of the total number of Trustees

When appointing new Trustees, the Board will give consideration to the skills and experience mix of existing Trustees in order to ensure that the Board has the necessary skills to contribute fully to the Academy Trust's development.

The term of office for any trustee shall be four years, save that this limit shall not apply to the CEO. Subject to remaining eligible to be a particular type of trustee, any trustee may be re-appointed or re-elected as appropriate.

All re-appointments will be made based on merit, subject to the need to achieve diversity and balance of relevant skills. Succession planning will be implemented to seek potential trustees to bring the skills required on the board of trustees and address the requirement for re-appointment beyond two terms in office.

The CEO shall cease to be a trustee if he/she ceases to be employed by the trust and thereupon the office shall become vacant.

When appointing new Trustees, the Board will give consideration to the skills and experience mix of existing Trustees in order to ensure that the Board has the necessary skills to contribute fully to the Academy's development.

QET School Improvement Offer

The QET's School Improvement Offer sets out to deliver against the QET vision and provide an evidence informed model of school improvement, and one which is outward facing but also bespoke to the needs of individual schools.

Our operating model is based on the model of sustained school improvement in Sir David Carter's equation: strategy + capacity + pace = improvement. Staging points are plotted into the academic year with an expectation that Headteachers' accurate and regular self-evaluation, careful analysis of need and precise implementation plans underpin the bespoke offer that we offer to our schools

Core Offer

- A shared Secondary School Improvement Lead who is externally commissioned and helps set the priorities for improvement with the Head, as well as providing implementation support
- A Primary Director of Education who leads the improvement work around shared priorities in both of our primary schools
- QET Strategic Leads who facilitate professional networks, training and briefings on best practice. For 24-25 we are commissioning the following external and inhouse Strategic Leads:
 - Values and Character Education (Sarah Joseph)
 - SEND & Inclusion (Malcolm Reeve)
 - Safeguarding (Gary Sanders)
 - Governance support (Geoff Mountjoy, NLG)
 - QET ECT Lead (Jamie Lall-Sachdev)
 - John McEachern (Coaching Support)
 - Elaine Detain (Attendance Support)
- An executive 1:1 Coaching offer with an external provider for Heads and Central Directors to support the development of leadership capabilities
- Regular QET SLT meetings to provide ongoing professional development and collaborative leadership opportunities across QET

- Access to excellent CPD offers regionally/nationally – which includes facilitation of excellence visits to high performing schools and Trusts. We learn from the best.
- Two annual QET Professional Development days for all QET staff, providing access to high quality training opportunities to address school improvement priorities
- An annual Governor and Trustee Training Offer
- Partnership opportunities with some of the best local MATs and access to their resources and expertise.

Appendix A - Declaration of Interests Form

**To be completed by all Trustees and Governors annually*

NOTE: This form can now be filled in electronically using this link: <https://forms.office.com/e/ze3nVW98WA>



Declaration of pecuniary and personal interest

Name:

School:

Position:

I [Name], declare as a Governor/Trustee of [School/Trust Name] that I hold the following personal and/or pecuniary interest(s):

Pecuniary interests	Please provide details of the interest
Current employment	
Businesses (of which I am a partner or sole proprietor)	
Company directorships – details of all companies of which I am a director	
Charity trusteeships – details of all companies of which I am a trustee	
Membership of professional bodies, membership organisations, public bodies or special interest groups of which I am a member and have a position of general control or management	
Gifts or hospitality offered to you by external bodies while acting in your position as a governor/trustee and whether this was declined or accepted in the last 12 months	
Contracts offered by you for the supply of goods and/or services to the trust/school	
Any other conflict	

Personal interests	Name	Relationship to me	Organisation	Nature of the interest
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Immediate family/close connections to governor/trustee*				
Company directorships or trusteeships of family/close connections to governor/trustee*				

***Please read guidance notes below**

If you are a governor or trustee of any other schools and/or academies, please provide details below:

Name of school/academy: _____
Position held: _____
Date appointed/elected to post: _____
Date of termination to post: _____

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

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

Signed: _____
Date: _____

Guidance notes

Governors and trustees have a legal duty to act only in the best interests of their schools. Where a situation arises in which they cannot do this due to a personal interest they have, steps should be taken to identify, prevent and record the conflict. This ensures governors or trustees are acting in the best interests of the school.

In the declaration above, you must provide details relating to:

- Your ownership or partnership of a company or organisation which may be used by the trust/school to provide goods or services;
- Goods or services you offer which may be used by the trust/school;
- Any close relation you have to someone who satisfies either of the above;
- Any close relationship you have to someone who is employed by the trust/school.

* Close family

Close members of the family of a person are those family members, who may be expected to influence, or be influenced by, that person in their dealings with the entity and include:

- That person's children and spouse or domestic partner
- Children of that person's spouse or domestic partner
- Dependants of that person or that person's spouse or domestic partner

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

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

Pecuniary interests

Generally, governors should not participate in any discussions in which they may directly or indirectly benefit from a pecuniary interest, except where the relevant authority has authorised this i.e. legislation for maintained schools or articles of association for academies. A direct benefit refers to any personal financial benefit and an indirect benefit refers to any financial benefit you may have by virtue of a relationship to someone who stands to gain from a decision of the governing board. Both direct and indirect interests must be declared.

Non-pecuniary interests (Conflicts of loyalty)

There may be a non-pecuniary interest whereby the governor does not stand to gain any benefit but a declaration should still be made. For example, this might be where a governor has a family member working in the school. While the governor might not benefit personally, their judgment could be impaired if something was brought up that would affect the family member.

Handling the conflict

The governing board must make a decision as to whether or not they should take steps to remove the conflict by:

- Not pursuing the course of action it relates to; or
- Proceeding with it in an alternative way which does not give rise to conflict; or
- Not appointing the governor in question or seeking to secure their resignation.

In the minutes of the meeting, the following should be recorded:

- The nature of the conflict;
- Which governor(s) it relates to;
- Whether a declaration was made in advance of the meeting;
- A brief overview of what was discussed;
- Whether the governor(s) withdrew from the meeting;
- How the governors made the decision in the best interests of the school.

The School and Early Years Finance (England) Regulations 2013 provide for local authority financing schemes to keep a register of pecuniary interests for the trustees, governors and staff of schools. The register should be reviewed annually by the clerk to the governing body but any new interest or ceased interest, should be reported to the clerk as and when they occur. Upon completion, this signed form should be given to the clerk of governors whose responsibility it is to keep a register of all interests and review it annually. You can find NGA's model conflict register on the [NGA's website](#).

The Charity Commission has produced [guidance on dealing with conflicts of interests](#) which may be useful, even for schools that do not have charitable status.

Appendix B - Companies House Information Form

To be completed by all **Trustees annually*

New Director/Member Form

To enable Browne Jacobson to prepare the necessary paperwork to update the Company Registers and Companies House (if applicable), please complete this form with the new member or directors details.

Members

Name* ¹	Title	Nationality	Residential Address	DoB	Date of Appointment as a Member

Trustees

Full Name	Title	Former Name(s) ²	Country of Residence ³	Nationality	Date of birth	Occupation ⁴	Trustee's usual residential address	Date of appointment as a Trustee

¹ For corporate Members, please provide name of corporate entity and provide details for the person authorised to sign on behalf of the corporate entity including the three pieces of identification.

² Please state any previous names which have been used for business purposes in the last 20 years. Married women do not need to give former names unless previously used for business purposes

³ This is in respect of your usual residential address.

⁴ If you have a business occupation, please enter the details as required. If not please state "None".

Appendix C - Skills Audit Form

**To be completed by all Trustees annually*



Skills audit

Please tick to indicate how confident you are in the following areas:

SKILL	PROFESSIONAL-LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Strategic planning				
Setting a vision, values and goals				
Public sector or charity governance				
Knowledge of the education sector				
Teamwork and collaborative decision making				
Communication skills				
Financial management				
Fundraising/income generation				
Human resources				
Performance management				
Data analysis				
Legal skills				

SKILL	PROFESSIONAL- LEVEL KNOWLEDGE OR EXPERTISE	CONFIDENT IN THE AREA, BUT NOT TO A PROFESSIONAL LEVEL	A BASIC OR WORKING UNDERSTANDING	NO EXPERIENCE
Health and safety				
Premises management				
Curriculum and assessment				
Safeguarding				
Special educational needs and disabilities (SEND)				
Approving and monitoring the implementation of policies				
Compliance				
Marketing/public relations				
Procurement				
ICT or technology skills				
Further or higher education				
Knowledge of the local community				

Signed:

Name:

Date:

Appendix D – Governor and Trustee Mandatory Training

The following training is mandatory for all new Governors and Trustees:

- Safeguarding Training (repeated annually)
- Cyber Training (repeated annually)
- Attendance Training (repeated annually)
- Prevent Training (Full course followed by annual refresher)