

**London Enterprise Academy**

**Governors’ Handbook**

**2025-26**

**Contents**

1. **Introduction and background2**
2. **Background2**
3. **Six principles of good governance2**
4. **Governance structure4**

**4.1 Governance structure overview7**

**4.2 The members 7**

**5. LEA Board of Governors8**

**5.1 Board of Governors’ roles and responsibilities8**

**5.2 Subcommittees of the LEA Board of Governors8**

**5.3 Governors9**

**5.4 Associate Governors9**

**5.5 Constitution and purpose9**

**5.6 Main areas of responsibility9**

**5.7 Sub-committees10**

**5.8 Membership10**

* 1. **Clerk to Governors10**

**6. Meeting and procedures11**

**6.1 Frequency and timing11**

**6.2 Meeting attendance and quorum11**

**6.3 Meeting preparation11**

**6.4 Agenda and papers to be circulated11**

**6.5 Minutes of meetings12**

**6.6 Voting at meetings12**

**6.7 Appointment and tenure of governors12**

* 1. **Dismissal of governors12**

**7. The composition of current governors13**

**7.1 Current governing body13**

* 1. **LEA C & S Committee table14**
  2. **LEA FRAC Committee table14**
  3. **LEA Property & premises table14**
  4. **Declarations of Interest and time in office15**
  5. **Trustees (Governors) who have resigned in the last year16**
  6. **Rationale and comments17**
  7. **School leadership17**

1. **LEA Scheme of Delegation (powers) 18**
2. **Meetings schedule 2025-2631**
3. **Appendices36**

**Appendix 1 Governor Induction and Development Policy36**

**Appendix 2 Skills Audit form39**

**Appendix 3 Governor visit feedback form template43**

**NGA model code of conduct 46**

# LEA Governance

1. ***Introduction***

This document sets out the governance arrangements of the London Enterprise Academy (the ‘School’). The main purpose of this document is to help stakeholders understand how the School is governed.

In particular, this document forms part of the **Governors Pack** issued to all Governors on joining to help them understand and perform their role.

1. ***Background***

The Tower Hamlets Enterprise Academy Ltd (the Trust) is a charitable company limited by guarantee. The object of the Trust is the advancement of education[[1]](#footnote-1), this object is pursued by running the School.

2

The School operates in the context of the legal and regulatory environment applicable to Schools, and as a charitable company.

The main governing document setting out the internal rules of the company is the company’s Articles of Association (this is included as item 1 of the Governors Pack). The company has adopted the Department for Education’s model articles for Academies.

The governance arrangements set out in this document reflect how the Trust adopts and implements these rules in practice. In particular, where it has been necessary to exercise judgement in interpreting the Articles of Association (or where there is flexibility) this document details the rationale for a particular interpretation/flexibility that is adopted.

This document has been reviewed by the Trust’s lawyers to ensure consistency with the Articles of association, and also the wider legal and regulatory environment in which the Trust and School operates

The overarching objective is to implement a governance structure that fits the particular circumstance faced by the School. Another aim is to put in place governance arrangements that are clear, practical and follow best-practice governance for schools.

1. ***Principles of Good Governance***

The principles set out below are adapted from the Charities Commission Website – Key Principles of Good Governance.

Good governance is acknowledged to be essential for the success of any organisation. Governors play a vital role in serving the School and bring passion and commitment as well as skills and experience to the School.

They provide long term vision and protect the reputation and values of the School. To make a difference the Board of Governors needs to have proper procedures and policies in place but it also needs to work well as a team and have good relationships within the School and its leadership.

The purpose of these principles is to assist Governors to enhance their decision making, increase their accountability and enable them to provide strong leadership.

The principles set out good practice but these are closely linked with the responsibilities of Governors and other legal requirements that may be imposed on Governors.

Underlying each principle is the additional principle of equality - that of ensuring equality, diversity and equality of treatment for all sections of the community. This is fundamental and it is embedded in all the principles.

#### The Principles

“An effective board will provide good governance and leadership by:”

1. Understanding their role;
2. Ensuring delivery of organisational purpose;
3. Being effective as individuals and a team;
4. Exercising control;
5. Behaving with integrity; and
6. Being open and accountable.

#### Principle 1

An effective board will provide good governance and leadership by understanding their role.

Governors will understand their role and responsibilities collectively as a board and as individual governors in relation to:

* Their legal duties;
* The provisions of the governing document;
* The external environment;
* The total structure of the organisation;

and in terms of

* Setting and safeguarding the vision, values and reputation of the School;
* Overseeing the work of the School; and
* Managing and supporting staff and volunteers where applicable.

#### Principle 2

An effective Board will provide good governance and leadership by ensuring delivery of the Schools purpose.

The board will ensure that the School delivers its stated purposes or aims by:

* Ensuring organisational purposes remain relevant and valid;
* Developing and agreeing a long-term strategy;
* Agreeing operational plans and budgets;
* Monitoring progress and spending against plan and budget;
* Evaluating results; and
* Reviewing and/or amending the plan and budget as appropriate.

#### Principle 3

An effective Board will provide good governance and leadership by working effectively both as individuals and as a team.

The board will have a range of appropriate policies and procedures, knowledge, attitudes and behaviours to enable both individuals and the Board to work effectively. These will include:

* Finding and recruiting new governors to meet the School’s changing needs in relation to skills, experience and diversity;
* Providing suitable induction for new governors;
* Providing all governors with opportunities for training and development according to their needs; and
* Periodically reviewing their performance both as individuals and as a team.

#### Principle 4

An effective Board will provide good governance and leadership by exercising effective control.

As the accountable body, the board will ensure that:

* The School understands and complies with all legal and regulatory requirements that apply to it;
* The School continues to have good internal financial, management controls;
* The board regularly reviews and identifies the major risks to which the School is exposed and puts in place systems to manage those risks;
* Delegation to sub-committees, staff and volunteers (as applicable) works effectively and the use of delegated authority is properly supervised.

#### Principle 5

An effective Board will provide good governance and leadership by behaving with integrity.

The board will:

* Safeguard and promote the School’s reputation;
* Act according to high ethical standards;
* Understand and manage conflicts of interest and loyalty;
* Maintain independence of decision making;
* Deliver impact that best meets the needs of students and the community.

#### Principle 6

An effective board will provide good governance and leadership by being open and accountable.

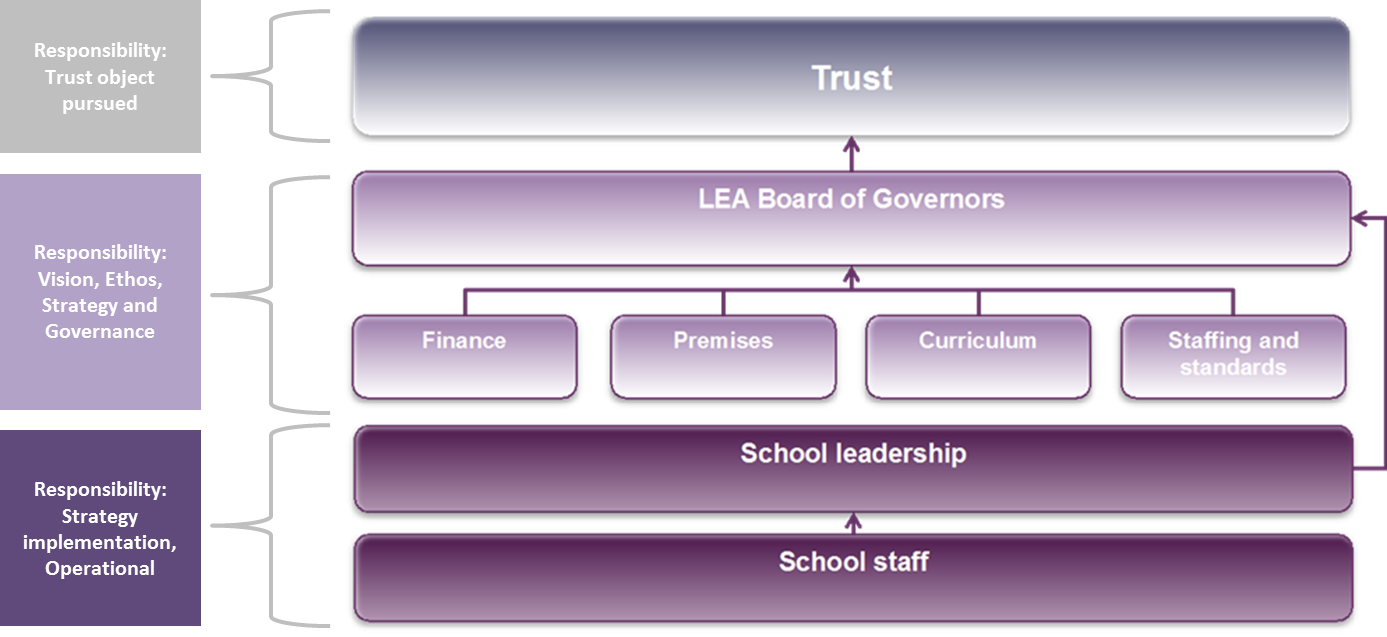
The Board will lead the School in being open and accountable, both internally and externally. This will include:

* Open communications, informing people about the School and its work;
* Appropriate consultation on significant changes to the School
* Listening and responding to the views of stakeholders;
* Handling complaints constructively and effectively;
* Considering the School’s responsibilities to the wider community, for example its environmental impact.

1. ***Governance structure***

# 4.1 Governance structure overview

The diagram below provides an overview of the major elements of the governance structure and the responsibilities covered.



Note that the Trust is ultimately held to account by the Department for Education and the School by Ofsted.

* 1. ***The members***

The role of the members is to ensure the Governors pursue the vision and object of the Trust.

The members will have no strategic or day-to-day decision making responsibility with respect to the school. These will be the remit of the LEA Board of Governors and (through delegation of the LEA Board of Governors) the School Leadership.

To fulfil its role the members will hold an Annual General Meeting to receive the annual report of the Board of Governors (including audited financial report and accounts). The members of the Trust can vote at AGMs.

The members have the following key powers:

* Amend the constitution (Articles of Association) (Companies Act power)
* Appoint up to 8 Governors (Article 50)
* Remove Governors

The Department for Education expects a minimum of three members. These are:

* Mr Shajahan Alam – signatory to the Memorandum
* Mr Somir Ali – signatory to the Memorandum
* Shahedul Alam – signatory to the Memorandum
* Peter Mann – appointed as a member by resolution
* Nazim Ahmed – appointed as Chair of Trustees

The Principal as founder of the school will attend as an observer and advisor at members meetings

# 5 LEA Board of Governors

The Board of Governors have the general control and management of the administration of the Trust. The Board of Governors is responsible for formulating the school’s vision and setting and monitoring the strategy to deliver this.

The implementation of the strategy and the day-to-day aspects of running the school is delegated to the School leadership. In particular, the Principal is the key link between the School and the Board of Governors. The Board of Governors provide the Principal with support and challenge, and seek to strike a balance between the two based always on a desire to ensure the strategy is implemented effectively.

***5.1 Board of Governors’ role and responsibilities***

To fulfil its role, the LEA Board of Governors will:

* Articulate and review the School vision annually – this is to be communicated to stakeholders via the annual report of the Governors
* Agree the strategic priorities to deliver the vision
* Approve the School Development Plan (SDP) produced by the Principal[[2]](#footnote-2).
* Set clear, time-bound objectives, together with corresponding Key Performance Indicators (KPI) for the Principal and the School
* Monitor delivery of the SDP including adherence to the Financial Plan, and assess performance of the Principal and School against the KPI
* Ensure financial policies and required systems are in place to safeguard the use of public monies
* Approve school policies, and ensure procedures are in place to apply these policies effectively
* Ensure a framework is in place to monitor adherence to the policies and procedures
* Maintain a risk register to document risks and associated risk-management/mitigating techniques
* Identify and manage conflicts of interest
* Maintain a skills register to ensure the Board of Governors is equipped to make informed decisions. This will include:
  + periodic self-assessment of the LEA Board of Governors (individually and collectively)
  + identifying training needs and providing training as required
  + obtaining expertise from experts when needed

***5.2 Sub-committees of the LEA Board of Governors***

In order to operate effectively, the Board of Governors will operate the following sub-committees.

* Curriculum & Standards
* Finance, Resources & Audit
* Premises[[3]](#footnote-3)

The LEA Board of Governors and its sub-committees will operate as detailed in the Terms of Reference for each.

***5.3 Governors***

There will not be a maximum limit to the number of Governors (in line with the Articles of association). We will however aim to have around 12 Governors on an ongoing basis, although there will be times when we will be operating with more or less than this number (due to vacancies arising from elections, expiring terms of office, resignations etc.).

***5.4 Associate Governors***

Associate governors will have the same rights as other governors except the responsibility to companies house as Directors

**Terms of Reference 2025-26**

***5.5 Constitution and purpose***

The Governing Board is constituted and will operate in accordance with the Articles of Association (the ‘Articles’) of the Tower Hamlets Enterprise Academy Ltd.

Where this document is deemed to be in contradiction to the Articles, it is the provisions and meanings of the Articles that will be over-riding and definitive.

***5.6 Main areas of responsibility***

* Articulate and review the School vision annually – this is to be communicated to stakeholders via the annual report of the Governors
* Agree the strategic priorities to deliver the vision
* Approve the School Development Plan (SDP) produced by the Principal[[4]](#footnote-4).
* Set clear, time-bound objectives, together with corresponding Key Performance Indicators (KPI) for the Principal and the School
* Monitor delivery of the SDP including adherence to the Financial Plan, and assess performance of the Principal and School against the KPI
* Ensure financial policies and required systems are in place to safeguard the use of public monies
* Approve school policies, and ensure procedures are in place to apply these policies effectively
* Ensure a framework is in place to monitor adherence to the policies and procedures
* Maintain a risk register to document risks and associated risk-management/mitigating techniques
* Identify and manage conflicts of interest
* Maintain a skills register to ensure the Board of Governors is equipped to make informed decisions. This will include:
  + Periodic self-assessment of the LEA Board of Governors (individually and collectively)
  + Identifying training needs and providing training as required
  + Obtaining expertise from experts when needed

***5.7 Sub-committees***

In accordance with article 101 of the Articles, the Governors have constituted the following sub-committees.

* Curriculum and Standards
* Finance, Audit and Resources
* Premises

Each of these sub-committees operates in line with its’ own sub-committee Terms of Reference which have been agreed by the Governors. These sub-committee Terms of Reference include details powers or decision-making responsibilities, if any, delegated to the sub-committee.

***5.8 Membership***

* There will be at least three Governors with a maximum of 12 at any one time
* The Principal will be a Governor (ex-officio).
* There will be at least two parent governors.
* The total number of Governors who are employees of the Trust (including the Principal) shall not exceed one third of the total number of Governors.

The Governors are allowed to appoint co-opted Governors (see appointment and removal of Governors below).

***5.9 Clerk to the Governors***

The Clerk to the Governors will be appointed by the Governors on term, tenure and remuneration determined by the Governors. The Clerk shall not be a Governor or a Principal. In the event of non-attendance of the Clerk, the Governors may appoint any one of their number to act as Clerk for the purpose of that meeting.

***6 Meetings and related procedures***

***6.1 Frequency and timing***

There will be four meetings of the Board of Governors each academic year. Notice for meetings will be given at least 7 days in advance of the meeting. The timings will be as follows:

Autumn Term

* Wednesday 24th September 2025
* Wednesday 10th December 2025

Spring term

* Wednesday 15th April 2026

Summer term

* Wednesday 8th July 2026

Other meetings may be called from time to time if deemed necessary.

* 1. ***Meeting attendance and quorum***

The Chair of Governors may invite non-Governors to attend meetings (e.g. staff), however these attendees will not be eligible to vote.

The quorum at a meeting of the Board of Governors and on any vote at meetings will be any three Governors or, where greater, one third of the Governors holding office at that time[[5]](#footnote-5).

***6.3 Meeting preparation***

All Governors are to prepare prior to meetings by reading the papers and any other materials circulated ahead of meetings.

***6.4 Agendas and papers to be circulated***

Agendas and relevant papers are to be circulated by the Clerk to the Governors at least one week in advance of each meeting. Papers are to be circulated along with the Agenda (unless deemed to be confidential or sensitive in nature, as determined by the Chair of Governors[[6]](#footnote-6)).

***6.5 Minutes of meetings***

Minutes are to be taken by the Clerk, and a draft is to be circulated to the Chair of Governors within one week of the meeting. The draft for approval is to be circulated for Board of Governor approval along with the Agenda for the next meeting. Approved minutes are to be signed by the Chair of Governors (or who-ever is acting as the Chair at the next meeting) and a filed in the minute book.

***6.6 Voting at meetings***

Any questions or matters that are to be decided at a meeting[[7]](#footnote-7) of the Governors shall be determined by majority vote. Every Governor shall have one vote. Where there is an equal division of votes the chairman of the meeting shall have a casting vote in addition to any other vote he/she may have.

***6.7 Appointment and tenure of Governors***

* The term of office for any Governor shall be four years. After four years the Governor must resign, but may be voted in again by the Full Governing Body
* New Governors will be met with by the Chair/Vice Chair and Principal, and given a tour of the school prior to being voted in as a member.
* New Governors will be emailed an induction pack containing the latest Principal’s report, the latest budget monitoring report, the Full Governing Body TOR as well as a listing of Members of the school, the School Development Plan, a list of all school policies and their renewal date and a copy of the Governors Manual.
* New Governors and Chairs/Vice-Chairs of the Full Governing Body or Committees must be proposed by an existing member of the Full Governing Body and seconded by another. Their membership will be determined by majority voting by the Full Governing Body.
* New Governors and Chairs/Vice-Chairs of the Full Governing Body or Committees must be voted in prior to attending any meetings of these groups; this can be immediately before a meeting commences however if they are not successful they will not be permitted to attend the meeting.

***6.8 Dismissal of Governors***

* No Governor may sit on the Governing Body that has not provided the relevant information for a DBS check to be undertaken.
* Any Governors who miss two consecutive Full Governing Body meetings will be removed as a Governor; this can be appealed in exceptional circumstances.

***7 The composition of current governors***

***7.1 The current governing body of the school is outlined below.***

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Role** |
|  | Ashid Ali | Principal/ FRAC / Curriculum |
|  | Nazim Ahmed | Chair of Governors |
|  | Shah Muhmud | Safeguarding Governor/ Curriculum |
|  | Tanveer Chowdhury | Governor/ FRAC |
|  | Chun Sing Chou | Chair of FRAC Committee |
|  | Imogen Vining | Governor – Chair of C&S |
|  | Fahmida Sultana | Staff Governor |
|  | Aditya Dubey | Governor |
|  | Mark Andrew Masson | Governor |
|  | Sarah Leigh Withers | Governor |
|  | Mahbub Alam | Parent Governor |
|  | Nigath Sultana | Parent Governor |
|  | Khadar Mohamed | Parent Governor |
|  | Zerin Islam | Clerk to Governors (Interim) |

Purple – Finance, Resources and Audit Committee (Business Manager will facilitate this committee)

Blue – Curriculum and Standards committee (Assistant Principal of Curriculum will facilitate this committee)

**Tower Hamlets Enterprise Academy Members**

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Role** |
| 1 | Shahedul Alam | Chair |
| 2 | Peter Mann | Secretary |
| 3 | Nazim Ahmed | Chair of Trust |
| 4 | Somir Ali |  |
| 5 | Shajahan Alam |  |

LEA Committee membership 2025-26

* 1. ***Curriculum and Standards***

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Role** |
|  | Ashid Ali | Principal |
|  | Shah Muhmud | Governor |
|  | Fahmida Sultana | Staff Governor |
|  | Imogen Vining | Governor |
|  | Sarah Leigh Withers | Governor |

LEA Committee membership 2025-26

***7.3 Finance, Resources and Audit***

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Role** |
|  | Sunny Chou | Chair of FRAC Committee |
|  | Tanveer Chowdhury | Governor |
|  | Aditya Dubey | Vice Chair |
|  | Mark Andrew Masson | Governor |
|  | Ashid Ali | Principal |
|  | Paola Haik | Staff – non governor (SBM) |

LEA Committee membership 2025-26

***7.4 Property & premises table***

***7.5 Declarations of interest and time in office***

**Governors’ Declaration of Interest & Time in Office**

**Academic Year 2025-26**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Declaration of Interest Time in Office** | | | | | | |
|  | **Name** | **Role** | **Employment** | **Other Board membership/Directorship** | **Start of Term** | **End of Term** |
| 1 | Ashid Ali | Principal | Education Leadership & Management | * Tower Hamlets Enterprise Academy * London Enterprise Academy Ltd | Sept 14 | n/a |
| 2 | Muhammed Nazim Ahmed | Chair of Trustee | CCS – Assistant Head Teacher | * Director of Philanthropic Solutions * NPQH * Director of Axis Education * Trustee at Amanah Global Relief | Feb 2022 | Jan 2026 |
| 3 | Shah Muhmud | Trustee & Safeguarding Lead | Newham Council – Council Officer | None | Aug 2022  (Re- Appointed) | July 2026 |
| 4 | Tanveer Chowdhury | Trustee | Vice President – Deutsche Bank | * Previous Director Daniyalson Consulting Limited * Director of Nobility Ltd. | Sept 2022 | Aug 2026 |
| 5 | Edward Chessun | Trustee (Staff) | London Enterprise Academy | None | April 2023 | August 25 |
| 6 | Kabir Ahmed | Trustee | Finance Professional | * Director of Sahyan Trading Limited * Co-Director of SMS Plus Limited | April 2023 | July 2025 |
| 7 | Fahmida Sultana | Trustee (Staff) | LEA – Math Teacher | None | April 2023 | March 2027 |
| 8 | Chun Sing Chou  (Sunny) | Chair of FRAC | Finance Professional - Schroder Investment Management Ltd  Fund Management | * Hackney Chinese Community Services Association Limited - Advisor/Voluntary Secretary | April 2023 | March 2027 |
| 9 | Aditya Dubey | Trustee | Deutsche Bank – Bank | None | July 2023 | June 2027 |
| 10 | Imogen Vining | Trustee | King’s College Hospital – Nurse | * NMC Registration * Governor at Hatcham Primary School | July 2023 | June 2027 |
| 11 | Mahbub Alam | Trustee | Parent | Former Councillor LBTH  Vice Chair of Lib Dems LBTH | July 2023 | June 2027 |
| 12 | Khadar Mohamed | Trustee | Parent | None | April 2024 | March 2028 |
| 13 | Mark Masson | Trustee | Lawyer - Senior Associate  - A&O | None | July 2024 | June 2028 |
| 14 | Sarah Withers | Trustee | n/a | * Scouts, Children & Social Education – Trustee (From 2022) * Professional Women Network (From 2024) * Lelu Fashion Sole Proprietor * Life it or not – Owner online marketing & Life Coaching | July 2024 | June 2028 |
| 15 | Nigath Sultana | Trustee | Parent | None | April 2024 | March 2028 |

***7.6 Trustees (Governors) who have resigned since the last academic year***

Edward Chessun – no longer employed at the school and cannot serve as staff governors

Kabir Ahmed – resigned July 2025

***7.7 Rationale and comments***

*Why 14 Governors?*

* This number allows the pre-opening project governing team to remain involved as governors and enables us to have parent, staff and LEA governors while also leaving room to recruit independent governors (to bring a fresh perspective and energy to the team)
* Having 14 governors (as opposed to a lower number) will also ensure that the LEA Governing Board is able to operate effectively when governors are unavailable/move on etc (i.e. key management risk is lower)

*Composition of LEA Governing board*

There is a need to ensure that the governing body is composed of the right skills, knowledge and experience. We have therefore included self-assessment elements to the governance structure to:

* ensure we are equipped to identify gaps, plan to fill these gaps (through training, recruitment or bringing in advisors)
* ensure governance structure is functioning effectively (by periodically reviewing)

***7.8 School leadership***

The role of the School leadership is to implement the strategy. The Board of Governors interfaces with the School primarily through the School leadership and the Principal has an ex-Officio position on the Board of Governors. This formalizes the interaction between the Board of Governors and the School.

The School leadership will naturally provide major input into strategy formulation (through the School Development Plan). However their main focus is to manage the operational aspects involved in implementing the strategy. Accordingly, the main objective of the Principal is to deliver the strategic goals set by the Governing Board.

It is important to set out the minimum interaction required between the Board of Governors and the School leadership.

# 8 LEA Scheme of Delegation (powers) tables

**London Enterprise Academy Scheme of Delegation**

1 Powers and Duties Reserved for the Governing Body

2 Powers and Duties Delegated to the Finance Committee

3 Financial Powers and Duties Delegated to the Principal

4 Financial Powers and Duties Delegated to the Chief Finance Officer

5 Financial Powers and Duties Delegated to Other Staff

6 Summary of Financial Authorisation Levels

**1 Powers and Duties Reserved for the Governing Body**

The Governing Body shall be responsible for:

**General**

* 1. Approval of a written scheme of delegation of its financial powers and duties to its Finance, Resources and Audit Committee (FRAC), the Principal, the Chief Finance Officer and other staff. The scheme must satisfy the Governing Body’s ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within London Enterprise Academy. The Scheme of Delegation should be operated in conjunction with the Financial Regulations of London Enterprise Academy.

**Budgets/Budgetary Control**

* 1. Formally approving the annual budget at least two months prior to the start of each academic year.
  2. Considering budgetary control reports from the Finance, Resources and Audit Committee at every meeting, with relevant explanations and documentation where required.
  3. Authorisation of all virements between budget headings in excess of £50,000 can be made by the Chair of Governors only with the support of the full governing body. Virements of £25,000 to £50,000 can be made by the chair of the Finance, Resources & Audit Committee with the support of the FRAC committee. Virements below this can be made by the Principal and Vice-principal when acting principal. Details of all virements approved and authorised by the Finance, Resources and Audit Committee are to be formally notified to the Governing Body.

**Purchasing**

* 1. Maintenance of a Register of Business Interests for all Governors and those staff with financial responsibility.
  2. Authorisation of the advertising of tenders is the same as 1.4 above,
  3. The Governing Body, who shall minute the reason for their decision, cannot accept tenders other than the most financially favourable or late tenders.

**Income**

* 1. Authorisation of the write off of debts not collectable (the Secretary of State’s prior approval is also required if debts to be written off are above the value set out in the annual funding letter).

**Security of Assets**

* 1. Authorisation of the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete, with an original purchase value in excess of £250.

**Accounts and Audit**

* 1. Appointment of external auditors.
  2. Reviewing the draft financial statements prior to audit and approval of the audited financial statements prior to submission to the Secretary of State by 31 December.
  3. Receiving the reports of the external auditor.
  4. Receiving the reports of the Responsible Officer on the use of resources, systems of internal financial control, and discharge of financial responsibilities.
  5. Informing the YPLA if it suspects any irregularity affecting resources.

1. **Powers and Duties Delegated to the Finance, Resources and Audit Committee**

The Finance, Resources and Audit Committee shall be responsible for:

**General**

* 1. Exercising the powers and duties of the Governing Body in respect of the financial administration of the Academy, except for those items specifically reserved for the Governing Body and those delegated to the Principal and other staff.
  2. Reporting on decisions taken under delegated powers to the next meeting of the Governing Body

**Budgets/Budgetary Control**

* 1. Reviewing the annual Academy budget prior to the start of each academic year and recommending its acceptance, or otherwise, to the Governing Body.
  2. Considering budgetary control reports on the Academy’s financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Governing Body.
  3. Reviewing the virements of sums between budget heads, subject to a limit of up to £50,000 as approved and authorised by the Principal and Chief Finance Officer, which are to be formally notified to the Finance Committee who shall minute the notification.
  4. Reporting to the Governing Body all significant financial matters and any actual or potential overspending.

**Purchasing**

* 1. Authorising the award of orders and contracts over £25,000 and up to £50,000.

**Insurances**

* 1. Ensuring that the arrangements for insurance cover are in place and adequate.

**Security of Assets**

* 1. Ensuring that there are annual independent checks of assets and the asset register.
  2. Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with a value of over £500 under £1000 and reporting such authorisations to the Governing Body.

**Personnel**

* 1. Authorising permanent changes to the Academy’s establishment.

Accounts and Audit

* 1. Reviewing the draft financial statements and highlighting any significant issues to the Governing Body, prior to submission to the Secretary of State by 31 December.

Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and control. These reports must also be reported to the Governing Body.

# Financial Powers and Duties Delegated to the Principal

The Principal has delegated powers and functions in respect of internal organisation, management and control of the Academy, the implementation of all policies approved by the Governing Body and for the direction of teaching and the curriculum.

The Principal shall be responsible for:

**Budgetary Control**

* 1. Reviewing income and expenditure reports and highlighting actual or potential overspending to the Finance Committee.
  2. Approving virements between budget headings of up to £25,000 and reporting such approval to the Finance Committee.

**Financial Management**

* 1. Ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations.

**Purchasing**

* 1. Authorising orders and contracts up to £25,000 in conjunction with the Chief Finance Officer.
  2. Ensuring that all contracts and agreements conform to the Financial Regulations.

**Payroll and Personnel**

* 1. Approving new staff appointments within the authorised establishment.
  2. Certifying the payment of salaries each month, in conjunction with the Chief Finance Officer.

**Security of Assets**

* 1. Ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc. under his control.

**Accounts and Audit**

* 1. The operation of the financial processes within the Academy, ensuring that adequate operational controls are in place and that the principles of internal control are maintained.
  2. Ensuring that full, accurate and up-to-date records are maintained in order to provide financial and statistical information.
  3. Ensuring that all records and documents are available for audit by the appointed external auditors and by the Responsible Officer.

# Financial Powers and Duties Delegated to the Chief Finance Officer

The Chief Finance Officer shall be responsible for:

**Budgets/Budgetary Control**

* 1. Preparing an annual draft budget plan for consideration by the Finance Committee and Governing Body before the start of the relevant financial year.
  2. Monthly monitoring of expenditure and income against the approved budget and submitting reports on the Academy’s financial position to every meeting of the Finance and Audit Committee. Any actual or potential overspending shall be reported to the Finance and Audit Committee.
  3. Approving virements between budget headings up to a value of £2,500 and reporting such approval to the Finance and Audit Committee.

**Purchasing**

* 1. Authorising orders and contracts up to £2,500 in conjunction with Budget Holders.
  2. Maintaining a register of formal contracts entered into, amounts paid and certificates of completion.
  3. Retention of quotes obtained for goods, works and services.
  4. Ensuring that all correct invoices are duly certified by authorised staff before payments are made and that invoices, vouchers and other records are retained and stored in a secure way and are readily available for inspection by authorised persons.
  5. Ensuring the appropriate division of duties between staff responsible for processing orders, receiving deliveries and processing payments.

**Payroll and Personnel**

* 1. Ensuring that any matters affecting payments to employees are taken into account.
  2. Ensuring that the monthly payroll is checked and certifying it for payment in conjunction with the Principal.

**Income**

* 1. Ensuring that all income is accurately accounted for and is promptly collected and banked intact.

**Banking Arrangements**

* 1. Maintaining proper records of account and reviewing monthly bank reconciliations.

**Insurances**

* 1. Notifying the Finance Committee of any eventuality that could affect the Academy’s insurance arrangements.

**Security of Assets**

* 1. Maintaining a permanent and continuous register of all items of furniture, vehicles and plant.
  2. Maintain a permanent and continuous register of all assets.

**Information and Communication Systems**

* 1. Maintaining the standards of control for such systems in operation within the Academy to include the use of properly licensed software and for the security and privacy of data in accordance with the Data Protection Act.

# Financial Powers and Duties Delegated to Other Staff

Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with the Financial Regulations.

The following responsibilities are delegated to other staff in addition to the Principal and Chief Finance Officer:

**Budgets/Budgetary Control**

* 1. Heads of Department, appointed as Budget Holders, are responsible for checking and certifying monthly statements of expenditure against their delegated budget and for reporting any errors or irregularities to the Chief Finance Officer. Any actual or potential overspending shall also be reported to the Chief Finance Officer.

**Purchasing**

* 1. Department Budget Holders can authorise orders up to £500 provided it is within the scope and remaining balance of their delegated budget.
  2. The following members of staff are authorised to receive and check goods:
* Chief Finance Officer
* Department Budget Holders
* Facilities Manager

# Summary of Financial Authorisation Levels

|  |  |  |  |
| --- | --- | --- | --- |
| **Delegated Duty** | **Value** | **Delegated Authority** | **Method** |
| Signatories for Cheques, BACS payment authorisations and other bank transfers | Up to £25,000 | Principal | Over £2,500 but less than £25,000 with 3 quotes |
| Up to £50,000 | Finance, Resources and Audit Committee | As above and above £20,000 formal tendering process |
| >£50,000 | The Governing (Trust) Board | As above and including advertising in OJEU (if over OJEU threshold) |
| Signatory for Salary payments | Within Monthly Budget | Principal |  |
| Above Monthly Budget | Governing (Trust) Board |  |
| Signatories for EFSA grant claims EFSA returns | Any | Two signatories (or as required by ESFA) from:   * Chief Finance Officer * Principal * Nominated Governor |  |
| Virements of budget provision | Up to £2,500 | Chief Finance Officer |  |
| Up to £25,000 | Principal |  |
| Up to £50,000 | Finance, Resources and Audit Committee |  |
| > £50,000 | Governing (Trust) Board |  |
| Disposal of Assets | Up to £1000 | Principal |  |
| Up to £20000 | Governing (Trust) Board |  |
| > £20,000 | As above together with EFSA |  |
| Write-off Bad Debts | Up to £1,000 | Principal |  |
| up to £5000 | Governing (Trust) Board |  |
| > £5,000 | As above together with EFSA |  |
| Purchase or Sale of any freehold property | Any | EFSA |  |
| Granting or take up of any leasehold or tenancy agreement exceeding 3 years | Any | EFSA |  |
| Raising invoices to collect income | Up to £5,000 | Chief Finance Officer |  |
| Up to £10,000 | Principal |  |
| Up to £100,000 | Finance, Resources and Audit Committee |  |
| > £100,000 | Governing (Trust) Board |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
| Governance framework | | | | | | |
| People | Members: Appoint/Remove | **** |  |  |  |  |
| Trustees: Appoint/Remove | **** | **** |  |  |  |
| Role descriptions for members | **** |  |  |  |  |
| Role descriptions for trustees/chair/ specific roles/committee members: agree |  | **** |  |  |  |
| Parent trustee: elected |  | **** |  |  |  |
| Committee chairs: appoint and remove |  | **** |  |  |  |
| Clerk to board: appoint and remove |  | **** |  |  |  |
| Systems and structures | Articles of association: agree and review | **** |  |  |  |  |
| Governance structure (committees) for the trust: establish and review annually |  | **** |  |  |  |
| Terms of reference for trust committees (including audit if required, and scheme of delegation): agree annually |  | **** |  |  |  |
| Skills audit: complete and recruit to fill gaps |  | **** |  |  |  |
| Annual self-review of trust board and committee performance: complete annually |  | **** |  |  |  |
| Chair’s performance: carry out 360 review periodically |  | **** |  |  |  |
| Trustee contribution: review annually |  | **** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
|  | Succession: plan |  | **** |  |  |  |
| Annual schedule of business for trust board: agree |  | **** |  |  |  |
| Reporting | | | | | | |
| Reporting | Trust governance details on trust website: ensure |  | **** |  |  |  |
| Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish |  | **** |  |  |  |
| Annual report on performance of the trust: submit to members and publish |  | **** |  |  |  |
| Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit |  | **** |  |  |  |
| To determine whether to publish a home school agreement (not statutory) |  |  |  |  | **** |
| Overall responsibility for ensuring that statutory requirements for information published on the school website, including required details of governance arrangements, performance, financial and equality data are met |  | **** |  |  |  |
| To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and |  | **** | **** |  | **** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
|  | Disability Regulations 2014) |  |  |  |  |  |
| Being Strategic | | | | | | |
| Being Strategic | Determine trust policies which reflect the trust's ethos and values including: admissions; expenses; data protection and FOI; SEN, safeguarding and child protection and curriculum,: approve |  | **** |  |  |  |
| Determine trust staffing policies which reflect the trust's ethos and values including appraisal, capability, discipline, conduct and grievance: approve |  | **** |  |  |  |
| Determine trust policy for complaints, health and safety, accessibility plan, premises management, data protection and FOI: approve |  | **** | **** |  |  |
| Establish trust policy for sex education, careers guidance |  |  |  |  | **** |
| Determine a behaviour and discipline policy that promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave |  | **** |  |  |  |
| To draft content of school behaviour policy and publicise it to staff, students and parents. |  |  |  |  | **** |
| To annually determine admission arrangements and to carry out consultation where changes are proposed, or where the governing board has not consulted on their arrangements in the last seven years. |  | **** |  |  |  |
| Ensure a broad and balanced curriculum is in place |  | **** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
|  | To set the times of school sessions and the dates of school terms and holidays |  | **** |  |  |  |
| Agree enrichment/extra-curricular offer including any additional services required |  | **** | **** |  | **** |
| Imbed agreed curriculum and enrichment offer within the day to day operation of the academy trust |  |  |  |  | **** |
| To establish and agree a Pay policy |  | **** | **** |  |  |
| Management of risk: establish register, review and monitor |  | **** |  | **** |  |
| Engagement with stakeholders | **** | **** | **** | **** | **** |
| Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine |  | **** |  |  |  |
| Principal: Appoint and dismiss |  | **** |  |  |  |
| To decide whether to join or form a multi-academy trust |  | **** |  |  |  |
| Budget plan to support delivery of trust key priorities: agree |  | **** |  |  |  |
| Academy staffing structure: agree |  | **** |  |  |  |
| Appoint teaching staff |  |  |  |  | **** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
|  | Appoint non-teaching staff |  |  |  |  | **** |
| Holding to account | | | | | | |
| Holding to account | Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree |  | **** |  |  |  |
| To produce and maintain a central record of recruitment and vetting checks |  |  |  |  | **** |
| To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the *Prevent* duty into the child protection policy |  | **** |  |  |  |
| Reporting arrangements for progress on key priorities: agree |  | **** | **** |  |  |
| Performance management of the Principal: undertake |  | **** |  |  |  |
| Performance management of staff: undertake |  |  |  |  | **** |
| Establish and review procedures for addressing staff discipline, conduct and grievance |  | **** | **** |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
|  | Trustee monitoring: agree arrangements |  | **** |  |  |  |
| To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for man than 15 days in a term of would lose the opportunity to sit a public examination. |  |  | **** |  |  |
| To ensure that health and safety regulations are followed |  |  |  |  | **** |
| Ensure that school lunch nutritional standards are met |  |  |  |  | **** |
| Maintain a register of pupil attendance |  |  |  |  | **** |
| To ensure provision of free meals to those pupils meeting the criteria |  |  |  |  | **** |
| Ensuring financial probity | | | | | | |
| Ensuring financial | Chief financial officer for delivery of trusts detailed accounting processes: appoint |  | **** |  |  |  |
| Trust's scheme of financial delegation: establish and review |  | **** |  |  |  |
| External auditors' report: receive and respond |  | **** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Area | London Enterprise Academy  Decision | Delegation | | | | |
| Members | Trust Board | Committee | Individual trustee | Principal |
| probity | Principal pay award: agree |  | **** |  |  |  |
| Staff appraisal procedure and pay progression: monitor and agree |  | **** |  |  |  |
| Benchmarking and academy trust value for money: ensure robustness |  | **** |  |  |  |
| Develop trust procurement strategies and efficiency savings programme |  |  | **** |  |  |
| To approve the first formal budget plan each financial year |  | **** |  |  |  |
| To agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium) |  | **** | **** |  |  |
| To establish and agree charging and remissions policy |  | **** | **** |  |  |
| Buildings insurance and personal liability |  | **** |  |  |  |



***8 Meetings schedule 2025-2026***

# Governors Annual Meetings 2025-26

|  |  |
| --- | --- |
| Date | Meeting |
| 17/09/2025 | Curriculum & Standards 1 |
| 24/09/2025 | Full GB 1 |
| 08/10/2025 | FRAC 1 |
| 26/11/2025 | FRAC 2 |
| 10/12/2025 | Full GB 2 |
| 21/01/2026 | Curriculum & Standards 2 |
| 28/01/2026 | FRAC 3 |
| 25/03/2026 | FRAC 4 |
| 15/04/2026 | Full GB 3 |
| 06/05/2026 | Curriculum & Standards 3 |
| 20/05/2026 | FRAC 5 |
| 24/06/2026 | FRAC 6 |
| 08/07/2026 | Full GB 4 |

# Governors meeting planner 2025-26

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/Time** |  | **Agenda** | **Policies for consideration** |
| Wednesday 17th September 2025  6pm – 7pm | Curriculum & Standards (1) | * Elect Chair/Vice-chair C&S TOR * Pupil Progress Analysis * Relevant SDP Priorities * Previous year’s data on Pupil Attendance & Exclusions * Financial Delegation limits authorization * Review committees/membership/TOR Set annual programme of work * school self-evaluation (SEF), Review KS4 Results & **KPI Training** * SIP Reports * Skills Audit | Anti-Bullying Policy (Review date: September 2025)  Admissions Policy Annual (Review date: June 26)  Home Visit Policy (Review date: July 2025)  Inclusion Policy (Review date: July 2025)  Safeguarding Policy (Review date: September 2025) |
| Wednesday 24th September 2025  6pm - 8.30pm | Full Governors (1) | Document business interests  PMR update and paper work for teachers and support staff  Principals Report/SDP progress  Agree headline targets – pupil achievement, attendance  MAT discussion  Governors Training Plan | Risk Management Policy (Review date: October 2025)  Governor Induction and Development Policy (Review date: July 2025)  Behaviour Policy (Review date: October 2025)  Wellbeing Policy (Review date: October 2025)  Whistleblowing Policy (Review date: October 2025)  Working From Home Guidance (Review date: October 2024) |
| Wednesday 8th October 2025  6pm – 7:30pm | Finance, Audit & Resources (1) | Elect Chair/Vice-chair  Audit Report Preparation  Internal Audit  Finance Report/Management accounts  Lunch money  Authorisation of payments over £25,000 | Staff attendance (annually)  Charging Policy (Review date: January 2025)  BCP Plan (Review date: October 2025)  Finance Manual (Review date: October 2025)  Risk Register |
| Wednesday 26th November 2025  6pm – 7.30pm | Finance, Audit & Resources (2) | **Annual Staff Pay Review -** based on recommendations of Principal & Appraisal Panel  Non-teaching staff  Teaching Staff  Any progression to Upper Pay Scale  Relevant SDP Priorities  Audit Report Preparation  Internal Audit  Finance Report/Management accounts  Authorisation of payments over £25,000 | Recruitment and vetting checks (SCR) |
| Wednesday 10th December 2025  6pm -8.30pm | Full Governors (2) | Update on staff requirements (preliminary)  SENDCO presentation  Finance Report  SIP Report  Principals Report/SDP Progress  Review appraisal implementation/CPD  Review data  External Audit Report  Safeguarding Report | Prevent Training  **NGA Governor Training (2 hrs)**  Termly Safeguarding Report |
| Wednesday 21st January 2026  6pm – 7.30pm | Curriculum & Standards (2) | Relevant SDP Priorities  Report from English and maths HoF Updates on T&L  update on Post Ofsted Plan Curriculum Plans for 2025 and beyond  Staffing updates | SEND Policy (November 2025) |
| Wednesday 28th January 2026  6pm – 7.30pm | Finance, Audit & Resources (3) | Finance Report/Management Accounts  Authorisation of payments over £25,000 | Flexible Working Policy (Review date: January 2026) |
| Wednesday 25th  March 2026 6pm – 7.30pm | Finance, Audit  & Resources (4) | Relevant SDP Priorities  Finance Report/management Accounts  External Audit Report  Internal Audit Report  Relevant SDP Priorities  Authorisation of payments over £25,000 | Schools Financial Value Standard (annually) |
| Wednesday 15th  April 2026 6pm – 8.30pm | Full Governors (3) | Update on staff requirements  SIP Report  Principals Report/SDP Progress  External Review Reports (SIP)  Post Ofsted Plan update | **Safeguarding Training**  Data Protection (Review date: June 2026)  Termly Safeguarding Report |
| Wednesday 20th May 2026 6pm - 7.30pm | Finance, Audit & Resources (5) | Relevant SDP Priorities  Finance Report/Management Accounts  Internal Audit Report  Update on staff appointments  Authorisation of payments over £25,000 | **Risk Register**  Relevant HR & Finance Policies |
| Wednesday 6th May 2026  6pm - 7.30pm | Curriculum & Standards (3) | Relevant SDP Priorities Report from Humanities HoF Update on T&L including any SENDCO Report  external reviews  Analysis of Behaviour Review | Any Relevant Policy for approval from timeline  Assessment Exams Policy (Review date: July 2026)  Educational Visits and Journeys (Review date: July 2026)  Healthy Schools Policy (Review date: July 2026)  Mid-phase admissions Policy (Review date: July 2026) |
| Wednesday 24th June 2026 2024  6pm - 7.30pm | Finance, Audit & Resources (6) | Relevant SDP Priorities  Finance Report/Management Accounts  Internal Audit Report  Update on staff appointments  EFA Draft Budget Forecast 2026-27  Authorisation of payments over £25,000 | Premises Management Policies (Review date: July 2026)  **Risk Register** |
| Wednesday 8th July 2026  6pm -  8.30pm | Full Governors (4) | Principals Report  Review SDP: refer to values & vision,  survey results  update on Ofsted progress  Agree next year’s Budget  Termly Safeguarding Report  Review SDP and Ofsted Improvement Plan  Report from Committees  SIP Reports  Approve EFA Budget for following year  Agree Principals appraisal panel  Governors Skills Audit | Review Child Protection/safeguarding Policy (Annually)  Annual Safeguarding Report |

***Appendix 1***

London Enterprise Academy

Governor Induction & Development Policy



Version:

3.1

Date issued: September 2025

Prepared by: Ashid Ali

Principal

Review Date: September 2028

1. **London Enterprise Academy Mission Statement**

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its pupils, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

1. **Policy links to school mission, aims and values**

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full.

**3.0 Implementation**

**Induction**

In advance of their attendance at a meeting of the Board, a new Governor shall go through the Induction Procedure, consisting of:



* + Receipt of the current Governors’ Induction Pack of relevant briefing and background documents.
  + Visit to the Academy to meet the Chair and the Principal, receive briefings from members of the Senior Leadership Team (SLT) and follow a tour of the Academy conducted by them. They will have an opportunity in a plenary session with the Principal to ask questions and clarify a Governor’s role and procedures of the Governing Body.

**Development**

It is the policy of the Chair, Board and Principal that all Governors shall be supported and developed in their capacity, individually and corporately, to discharge their role.

Governor development shall be kept under review by a Governor with such appointed responsibility, in liaison with the Chair and Principal.

The responsible Governor and Principal shall meet at least annually to plan Governor Development and shall liaise in advance of each full Board meeting to review discharge of the plan.

Governor development shall be affected by a combination of means, to include;

* + Induction Procedure (as above)
  + Group briefings at Governors’ Meetings on particular issues (from, inter alia, members of the SLT, other staff, fellow Governors and external bodies)
  + Training sessions on specific skills (in house or by attendance at external courses)
  + Individual briefings by members of the SLT or other staff (especially in relation to Governors’ individual responsibilities)
  + Visits, group or individual, to observe aspects of the Academy’s work
  + Receipt of briefing newsletters from London Borough of Tower Hamlets and the DFE
  + Take part in face to face and online training
  + Access to the Key for School Governors
  + Complete a DBS
  + Complete Skills Audit
  + Complete safeguarding training and other training as appropriate

The Governing Body approved this policy on date:

Signature of chair of Governors Signature of Principal

***Appendix 2***

Governing body skills audit

**National Governors’ Association**

The National Governors’ Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing bodies. NGA represents governors and trustees across England in both LA maintained schools and academies.

The NGA is a membership organisation: governing bodies can join at a standard (£75 for 2013/14) or GOLD rate (£260). To join NGA and receive regular updates, contact us:

Website: [**www.nga.org.uk**](http://www.nga.org.uk/) **·** Telephone: **0121 237 3780 ·** Email: [**membership@nga.org.uk**](mailto:membership@nga.org.uk)

# Introduction

This audit is a useful way of assessing the skills, knowledge and experience of your governing body. In the 2013 NGA/TES survey, 80% of respondents said their governing body uses a skills audit. Of these, 78% used it to identify training needs and 45% used it when recruiting new governors.

NGA would like to see more governing bodies using the results of the skills audit to help them identify any skills and knowledge they still need to deliver their functions – particularly their core functions – effectively.

No individual is going to have all the skills listed in the audit. The governing body is a team, and the purpose of the audit is to ensure that each of the skills below are covered by at least one of the governors around the table. Therefore, we have also produced a skills matrix in which governors’ responses can be collated – this can be found on the [**NGA website**](http://www.nga.org.uk/). If there are any gaps, these can be filled when recruiting new governors or training existing governors. The way in which this exercise is introduced is crucial – the intention is to enable all members of the governing body to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of

life experiences. As such, the experience and skills below may come from either governors’ professional or personal lives.

When considering the skills listed, it is important to understand that governance is a ‘thinking’ not a ‘doing’ role. This means that the skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders. For example, a governor might work in the construction industry, but it would not be appropriate for him/her to carry out a health and safety check at the school. Similarly, a lawyer should not be asked to give free legal advice. Governance is a strategic role and governors must not be tempted to do the staff’s job: management must be left to the school leadership

**Your Name**

**National Governors’ Association**

Ground Floor, 36 Great Charles Street, Birmingham, B3 3JY



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Experience, skills and other attributes** | **Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Essential for all governors/trustees** | | | | | |
| Commitment to improving education for all pupils |  |  |  |  |  |
| Ability to work in a professional manner as part of a team and take collective responsibility for decisions |  |  |  |  |  |
| Willingness to learn |  |  |  |  |  |
| Commitment to the school’s vision and ethos |  |  |  |  |  |
| Basic literacy and numeracy skills |  |  |  |  |  |
| Basic IT skills (i.e. word processing and email) |  |  |  |  |  |
| **Should exist across the governing body** | | | | | |
| **Understanding and/or experience of governance** | | | | | |
| Experience of being a board member in another sector or a governor/trustee in another school |  |  |  |  |  |
| Experience of chairing a board/ governing body or committee |  |  |  |  |  |
| Experience of professional leadership |  |  |  |  |  |
| **Vision and strategic planning** | | | | | |
| Understanding and experience of strategic planning |  |  |  |  |  |
| Ability to analyse and review complex issues objectively |  |  |  |  |  |
| Problem solving skills |  |  |  |  |  |
| Ability to propose and consider innovative solutions |  |  |  |  |  |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) |  |  |  |  |  |
| Understanding of current education policy |  |  |  |  |  |
| **Holding the head to account** | | | | | |
| Communication skills, including being able to discuss sensitive issues tactfully |  |  |  |  |  |
| Ability to analyse data |  |  |  |  |  |
| Ability to question and challenge |  |  |  |  |  |
| Experience of project management |  |  |  |  |  |
| Performance management/appraisal of someone else |  |  |  |  |  |
| Experience of being performance managed/appraised yourself |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Experience, skills and other attributes** | **Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)** Do remember to think about all the situations in which you may have developed/used these skills | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Financial oversight** | | | | | |
| Financial planning/management (e.g. as part of your job) |  |  |  |  |  |
| Experience of procurement/purchasing |  |  |  |  |  |
| Experience of premises and facilities management |  |  |  |  |  |
| **Knowing your school and community** | | | | | |
| Links with the community |  |  |  |  |  |
| Links with local businesses |  |  |  |  |  |
| Knowledge of the local/regional economy |  |  |  |  |  |
| Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people) |  |  |  |  |  |
| Understanding of special educational needs |  |  |  |  |  |

***Existing governors only***

What contribution do you feel you have made to the governing body over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work based training/ development and/or any other development/training activities.

Are there any additional areas of the governing body’s responsibilities to which you would like to contribute in the future?

***Appendix 3***

**London Enterprise Academy**

**Record form for a governors school visit.**

|  |  |
| --- | --- |
| **NAME:** | **Date:** |
| **Governor Responsibility:** | **Staff seen during visit:** |
| **Focus of previous visit (if applicable);** | |
| **Reason for visit (i.e. routine monitoring, specific focus):** | |
| **Links with School Development Plan** | |
| **Preparation/background to visit (eg reading policy, discussion with Principal /teacher, DfE focus** | |
| **Information gathered during visit: (e.g. What you saw, what you learned, what you would like clarified. How long the visit lasted)** | |
| **Any key issues arising for the governing body (e.g. the way resources are allocated; the way the school communicates; progress in implementing a key policy)** | |
| **Any Safeguarding issues that the school must deal with immediately?** | |
| **Action following governing body meeting (record any action agreed by the governing body with regard to this visit e.g. training for Governors** | |

# ***Appendix 4 Declaration of Interest Form***

**London Enterprise Academy**

**Declaration of Business and Pecuniary Interests for Members, Trustees, and LEA staff**

|  |  |
| --- | --- |
| Name |  |
| Position |  |
| Date of Appointment |  |
| Date of Resignation/Retirement |  |

**Individuals are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Name of Organisation  / Individual | Nature of the Business | Nature of Interest/Role | Date Interest  began |
| 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 |  |  |  |  |
| Relationships with Trust employees and/or its academies |  |  |  |  |
| Membership of **professional bodies**, membership organisations, **Educational Institutions, public bodies** or **special interest groups** of which I am a Member / Trustee  / Governor and have a position of general control or management |  |  |  |  |
| Any other conflict |  |  |  |  |

**FAMILY INTERESTS:** Please use the table below to identify and list any **material interests** from close family relationships / relatives. A relative is defined as a close member of the family, or member of the same household, who may be expected to influence, or be influenced by, the person. This includes, but is not limited to, a child, parent, spouse or civil partner. The Academies Financial Handbook defines a material interest as;

A person or a **close member of that person’s family** is related to a reporting entity if that person:

* 1. has **control** or **joint control** over the reporting entity;
  2. has **significant influence** over the reporting entity; or
  3. is a member of the **key management personnel** of the reporting entity or of a **parent** of the reporting entity?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | \*School Class of Individual | Relationship | Organisation | Nature of the Business | Nature of Interest/  Role | Date Interest began |
| Immediate family/close connections to  governor/trustee |  |  |  |  |  |  |
| Are you a relative to any individual or organisation that is connected to a member or trustee of the academy trust of which you govern |  |  |  |  |  |  |
| Company directorships or trusteeships of family/close  connections to governor/trustee |  |  |  |  |  |  |

*\*If you are a parent of a pupil and not an elected parent governor, please provide the name of the class your child(ren) currently attend at the school. Please be advised that this information is not published. The requirement to disclose does not apply to the children who have left the school or are attending another school.*

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 Trust/Academy 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/academy conflicts of interest’s policy. I acknowledge that the information provided in this declaration will be published on the academy website.

|  |  |
| --- | --- |
| Full Name |  |
| Signed |  |
| Date |  |

# NGA model code of conduct

Once this code has been adopted*,* all board members agree to faithfully abide by it.

Trustees: We agree to follow the [charity governance code](https://www.charitygovernancecode.org/en/front-page)

Those governing at local level: We recognise and support the principles set out in the [charity governance code](https://www.charitygovernancecode.org/en/front-page)

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core purpose:

1. strategic leadership: defining a vision, fostering a culture and championing the strategy
2. accountability and assurance: providing robust and effective oversight of operations and performance
3. engagement: strategic oversight of relationships with stakeholders

As individuals, we agree to:

### Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our [scheme of delegation](https://www.nga.org.uk/knowledge-centre/schemes-of-delegation/).
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. Trustees: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust’s reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under [The Equality Act](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) and will work to advance equality of opportunity for all.
16. Those governing at local level: We will act as local ambassadors for our trust.

### Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

### Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. Those governing at local level: We will champion the voices of our school community and stakeholders.
3. Those governing at local level: We will establish effective working relationships with trustees.
4. Trustees: We will engage with and be accountable to those governing at local level.
5. Trustees: We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member’s contributions are valued equally.
8. We will support the chair in their role of leading the board and ensuring appropriate conduct.

### Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

### Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board’s business, and these will be recorded in the [register of business interests.](https://www.nga.org.uk/knowledge-centre/declaration-and-register-of-interests-forms/)
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust’s website.
5. We will act as a trustee/academy committee member, not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE’s national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by**:** [Governing board] on [date] Signed:[chair of board]

We agree that this code of conduct will be reviewed annually and endorsed by the full governing board

1. Article 4 of the Articles of Association [↑](#footnote-ref-1)
2. This is a detailed document setting out the schools strategy and implementation plan for delivering this. This document will also include a supporting Financial Plan [↑](#footnote-ref-2)
3. It is envisaged that the Premises sub-committees will be merged into a ‘Finance, Resources and Audit Committee’ once the building works are complete. [↑](#footnote-ref-3)
4. This is a detailed document setting out the schools strategy and implementation plan for delivering this. This document will also include a supporting Financial Plan [↑](#footnote-ref-4)
5. In some situations (e.g. vote on the removal of Chair) the quorum is two thirds of the Governors holding office at the time (see article 116 of the Articles) [↑](#footnote-ref-5)
6. See also article 122 [↑](#footnote-ref-6)
7. Where a meeting is quorate [↑](#footnote-ref-7)