



TSAT ONBOARDING Governor Handbook



THINKING
SCHOOLS
ACADEMY TRUST



“The best thing you can do
is get to know your
school by arranging a
visit and reading
the report fully.”

- *AAB Governor*



 **THINKING**
HORIZONS

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“You don’t need to be an expert
in all areas, simple questions like
‘What’s the intended impact of this?’
or
‘How will you know that this works?’
are very effective!”
-RGB Chair

Welcome from the CEO



The Thinking Schools Academy Trust is a high performing Multi Academy Trust at the heart of which is the belief that the work that we do must transform the life chances of students. We believe that the best way to transform life chances is actively to shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny.

“We are what we habitually do” (Aristotle); to transform life chances we have to transform habits. The ultimate goal is that every individual, child or adult, in the organisation consciously recognises their own habits, strengths and areas for development and actively seeks to improve themselves, thereby creating transformational change in each individual.

We look forward to working with you to achieve this vision for everyone in our organisation.



Stuart Gardner
CEO

Welcome from the Chair of the Board



I am delighted to welcome you as a Governor within the Thinking Schools Academy Trust.

Our vision is to transform the lives of young people through education which enables them to access the best opportunities in life. The role of a Governor fulfils an essential function in achieving that vision - working with senior staff, providing challenge, support and input on strategic and operational matters. This is to ensure that each school within the Trust, and TSAT overall, upholds the highest standards and delivers the best to each and every one of our students.

An effective Governing Body consists of individuals with different backgrounds and expertise that are united by their commitment to the school or group of schools with which they are Governors, and the shared responsibility for transforming the life chances of our students. It will be your role to further contribute to and uphold that responsibility.

I look forward to working with you and wish you all the best in your journey as a Governor within TSAT and express my personal thanks to you for being willing to devote your time and expertise to support our schools, staff and, most importantly, our students.



Gerard Newman
Chair of the TSAT Board

Who is TSAT?

TSAT is a school based, cross phase Multi-Academy Trust that currently operates in hubs in Medway, Kent, Portsmouth and the South West. Our fundamental moral purpose as educators is to nurture children and young people to think for themselves and therefore learn skills and develop their knowledge so that they are able to thrive in an ever-changing world.

A Thinking School is unique in their focus to share with its students the tools to become a life-long learner, and to develop the best possible habits for success in life. It is an educational community which involves both students and staff learning how to think reflectively, critically and creatively.

Vision Statement

Thinking Schools Academy Trust believes that every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances.

Education is the key to transforming life chances and we support and develop every member of our community to:

**Think about their Thinking
Be their Best Self
Shape their Success**

In this way we transform life chances.

Equality, Diversity and Inclusion

TSAT is committed to being an inclusive educator by enabling all students and employees, to utilise the same facilities, take part in the same activities and experiences, regardless of whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation. In your Governor role, you will need to ensure that the school is an inclusive educator by providing equal access to learning and opportunities to all students.

Safeguarding

The TSAT approach is child-centred, considering at all times what is in the best interests of the child. As a Governor, you are taking on a commitment to safeguarding the welfare of all pupils as your highest priority and this includes ensuring the school has developed and maintains a 'culture of vigilance' to ensure that signs and symptoms of abuse are picked up.

The full safeguarding policy for each school should be available on each school website. It is essential that you familiarise yourself with the schools(s) safeguarding policies and procedures as Governors have a statutory role in relation to safeguarding children which includes ensuring the school has policies and procedures in place. Governors are required to complete annual statutory safeguard training.

TSAT Executive

The TSAT Executive are the senior leadership of the Trust including CEO, Deputy CEO and Directors of Education. The leadership structure reflects the model of all through education with each Director of Education being responsible for a hub of regional schools.

- Stuart Gardner, Chief Executive Officer.
- Lee Miller, Deputy CEO covering all central service functions for the Trust, known as Thinking Solutions for Education, This includes Finance, IT, HR, Facilities Management, Health & Safety, Safeguarding, Attendance, Governance and Compliance.
- Gwynn Bassan, Director of Education for Kent, covering The Rochester Grammar School & Goodwin Academy. Gwynn also leads on Thinking Horizons along with a lead responsibility for the Thinking, Teaching and Learning.
- Mandy Gage, Director of Education for Chatham and Interim DoE for the South West, covering Holcombe Grammar School, New Horizons Children's Academy, The Victory Academy, Plymouth High School for Girls, Plympton Academy and Brixham College. Mandy also leads the cultural Capital strategy for the Trust.
- Jody Murphy, Director of Education for Strood, covering Cedar Children's Academy, All Faiths Children's Academy, Gordon's Children's Academy and The Maritime Academy. Jody also leads Primary Development for the Trust.
- Natalie Sheppard, Director of Education for Portsmouth, covering Penbridge Infant School, Penbridge Junior School, New Horizons Primary School, The Portsmouth Academy, Meon Infant School, Meon Junior School and Moorings Way Infant School. Natalie also leads the digital strategy for the Trust and Little Thinkers Nurseries, a subsidiary of TSAT.
- Dan High, Director of Service Delivery is responsible for the service delivery of central functions to schools.

Thinking Solutions for Education

In order to achieve collaboration across our family of schools, we have teams within the central function of the Trust dedicated to support our schools in running collaboratively, efficiently and effectively for the benefit of our staff and pupils. The central teams are based across all our hubs.

Central services report to the Board of Director's sub committees and through these governance meetings the central services functions effectiveness and performance is held to account.

The Central Teams are:

- Thinking Creative – Brand, Design, Marketing and Communications
- Thinking Facilities – Operations, Health & Safety and Site Teams
- Thinking Financial – Finance
- Thinking Personnel – HR, Safeguarding & Attendance and Governance & Compliance
- Thinking Technology – IT support and Digital strategy
- Thinking Fitness
- Thinking Lettings



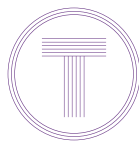
**THINKING
creative**



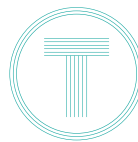
**THINKING
facilities**



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financial**



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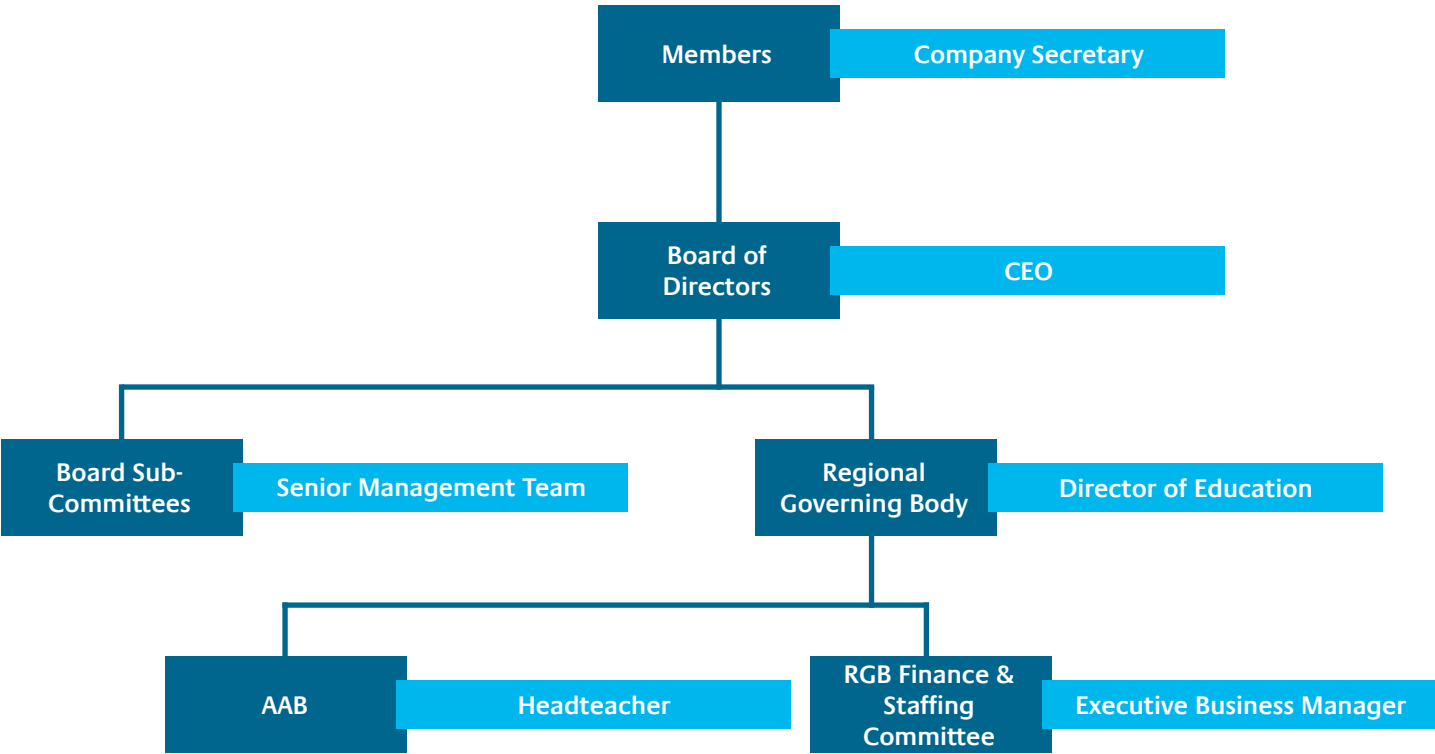
Governance Structure

A Multi Academy Trust governance model is different to the way a governing body in a non-academy undertakes governance. Essentially there are different governing bodies responsible for varying elements of school and trust governance. Local governance is delivered via the Academy Advisory Boards (AAB) who work closely with one academy, engaging with local stakeholders and look at individual school performance. AABs feed into Regional Governing Bodies (RGB), who are linked to a Director of Education and are responsible for the regional performance, finance and staffing of a hub of schools. The RGBs feed into the Board of Directors who are responsible for the strategy and vision of the Trust, Trust-wide performance and Trust-wide decisions.

A full cycle of governance meetings occurs three times a year starting with School Student Councils which feeds into the Academy Advisory Board meetings, feeding into Regional Governing Bodies and culminating in the Board of Directors meeting.

There are mechanisms in place to ensure that key information, risks and decisions are communicated to and from differing governing bodies.

All Governors attend a virtual business meeting at the beginning of each academic year which reviews Trust wide performance and sets strategic direction for the academic year, as well as Governors training and support.



Key:

Governing Body

Trust Lead to Governing Body

Academy Advisory Board (AAB)

The AAB consists of a group of parents, community members, academy staff and the Headteacher/Principal with a minimum of 6 and a maximum of 9 people. The Chair of the AAB also sits on the Regional Governing Body.

The Academy Advisory Boards had five key roles:

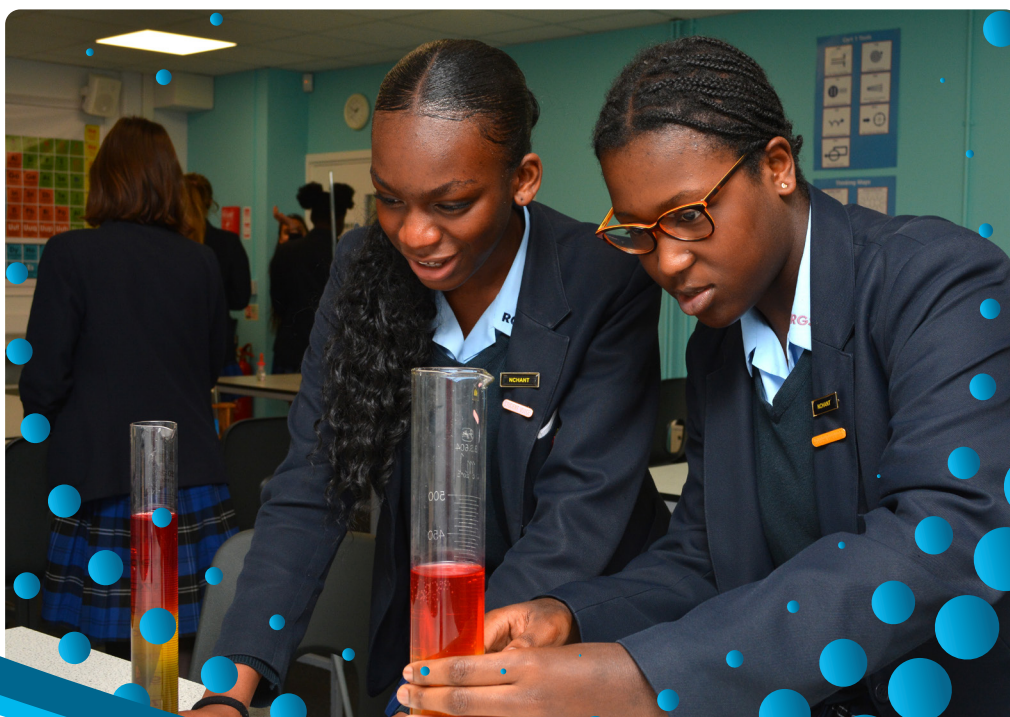
- To advise/act as a critical friend to the Principal;
- To advise the Regional Governing Body about local issues they need to consider that affect the academy;
- Represent the interest of the Academy communities in the running of the Academy;
- Represent the Academy in its community;
- Provide support to the Principal in undertaking appropriate day to day procedures that are essential to the life of the Academy.

The five roles translate specifically into the following tasks that the AAB undertakes:

- it acts as a key link between the Academy, parents and local community;
- it supports the work of the Academy in the community;
- it supports the Principal and Academy Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the TSAT ethos remains at the heart of the Academy community;
- it helps on the ground with the implementation of certain Academy policies;
- it offers challenging but positive and proactive support to the Principal;
- it regularly reviews the Academy's performance in relation to the KPIs (Key Performance Indicators).
- Members regularly visit the Academy to review progress and performance in varying areas.

The AAB's role is not to "manage" the Academy as such. This is done through the Regional Governing Bodies and Board of Directors. Therefore, the AAB is not required to take decisions on staff or financial matters affecting the Academy. AAB Members should understand strategic issues that impact on the Academy, and be updated on them regularly by the Principal, but they are not required to have direct responsibility for them.

As the Regional Governing Body takes responsibility for educational standards, legal compliance and financial viability, the AAB then has the time to investigate the standards on the ground, to see how they are working, and explore how the TSAT ethos is being understood and expressed in the way the Academy operates.



Regional Governing Bodies (RGB)

The Regional Governing Bodies consist of a group of approximately 8 people who are elected onto the Board for a period of 4 years. This is a skills-based governing body, with people who have skills in areas such as Education, Finance etc., as well as consisting of two parent governors. In addition, the Director of Education for the hub and the AAB Chair for each hub school are members of the RGB.

The key responsibilities of a Regional Governing Body are:

- The day to day oversight of the running of the regional Academies;
- Carrying out the Trust's vision, policies and priorities;
- Holding local Academy leadership to account for school academic performance, quality of care and provision;
- Overseeing and monitoring the effectiveness of local strategies;
- Seeking value for money and ensuring resources are applied appropriately at regional Academy level;
- Supporting the Board in relation to proper use of funds and delivering high quality educational provision;
- Liaising with the Academy Advisory Boards.
- Performance management of Headteachers and Director of Education via RGB chairs inclusion in annual performance reviews.



The Board of Directors

The Board of Directors oversees educational policy and practice, the standards achieved, the management and deployment of finance, ICT, human resources, governance and strategic development for the whole family of TSAT Academies. The Board of Directors are appointed on a skills basis with people who have skills in Education including SEND & Pupil Premium, Finance, HR, Safeguarding, Facilities, Law, Management and PR. Chairs of RGBs are invited to attend Board of Directors meetings.

The key responsibilities of the Board of Directors are:

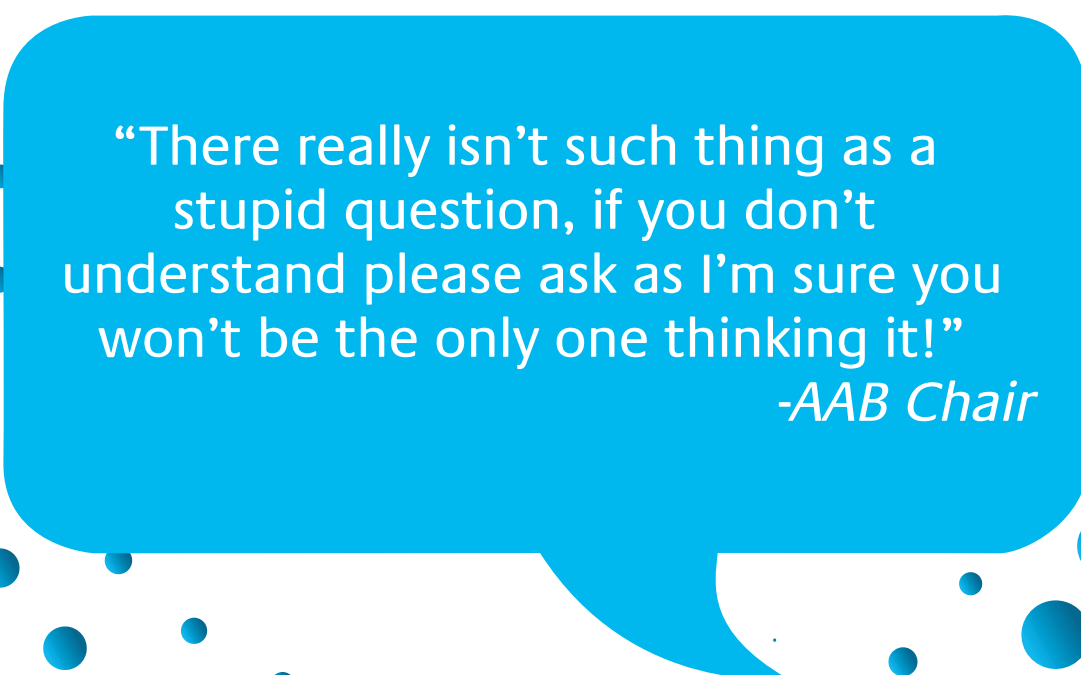
- Strategic oversight, setting the vision and policies for the Trust;
- Ensuring appropriate governance and decision making takes place;
- Ensuring compliance with all regulatory requirements;
- Oversight of standards and outcomes of Academies;
- Setting appropriate targets and holding the CEO and local leadership to account.
- Reviewing performance across the Academies and Multi-Academy Trust;
- Agreeing and monitoring the budgets of all the Academies;
- Dealing with contractual relationships with third parties.

The Members

The Members of the Trust are at the top of the governance pyramid; however, they have little strategic or operational responsibility. They are best described as 'eyes on, hands off' approach.

Their main roles are:

- Appoint the majority of Directors to the TSAT Board of Directors;
- Act as national ambassadors for the Trust;
- Act as a last line of resort in holding the Board to account.



“There really isn’t such thing as a stupid question, if you don’t understand please ask as I’m sure you won’t be the only one thinking it!”
-AAB Chair

Governor Role, Responsibilities and Competencies

As a Governor your role is to think strategically not operationally. You will be supporting and holding to account the leaders who are responsible for the operational and strategic running of the school(s). You will be talking about how the school(s) are performing, as well as thinking about the future and how they can improve, to offer the best possible education and experience to its students to transform their life chances.

As a TSAT Governor you will complete the following:

- Perform a 'non-executive' function – a thinking role, not a doing role.
- Bring your own individual perspectives, views and experiences, to contribute to the diversity of the governing body.
- School Governors should not get involved in the day-to-day running of the school(s). Each school Governor will act electively with other members of the governing body to:
- Uphold the values of the school and the Trust, protect their assets and good name, and promote the best interests of all the students and pupils in the school.
 - Provide strategic oversight of the operation and performance of the school.
 - Hold the Headteacher and school leaders to account for the educational performance of the school(s) and its pupils, and the performance management of staff.
 - Ensure that the school operates in accordance with TSAT policies and procedures.
 - Evaluate, question and challenge evidence and advice from a range of sources, and contribute to the Governing Body as a team, drawing conclusions from that and reaching appropriate decisions within their remit.

Governors should always follow the seven Nolan principles of public life as these provide a framework for good and effective work in a public office.



Below are the qualities, skills and attributes we require all of our Governors to possess and demonstrate in order to fulfil their role to the best of their ability.

Quality, Skill or Attribute	Expectations of Governors
<p>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 others in order to create highly effective governance.</p>	<ul style="list-style-type: none"> • Read the papers in advance and come prepared with any questions, challenge or support. • Be in attendance at all the required meetings and regularly monitor your Governor emails. • Complete visits to the school in a Governor capacity. • Promptly complete annual statutory training. • Build relationships with the school and staff.
<p>Confident Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.</p>	<ul style="list-style-type: none"> • Take an active part in questioning, conversations and debates giving your honest opinions. • Complete your own development by being up to date with goings on in the school(s) and also wider national education updates/issues.
<p>Curious Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.</p>	<ul style="list-style-type: none"> • Visit the school and engage with students, staff and the community. • Engage with the school's communications mediums such as social media, apps etc.
<p>Challenging Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.</p>	<ul style="list-style-type: none"> • Ask questions and seek evidence of impact. • Ensure that the school is aware of everything, even if it might be difficult to discuss. • Embed the Trust vision of transforming the life chances of its pupils.
<p>Collaborative Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with leaders, staff, parents and carers, pupils/students, the local community and employers.</p>	<ul style="list-style-type: none"> • Listen and respond professionally to school staff and fellow Governors in meetings. • Be considerate of how new initiatives and changes could impact or be perceived by students, staff and the community. • To build strong relationships with students, staff and the community showing support to both them and the school.
<p>Critical Understanding the value of being a critical friend which enables both challenge and support, and self-reflection. Pursuing learning and development opportunities to improve their own and whole board effectiveness.</p>	<ul style="list-style-type: none"> • Analysing impact and how you can use the information to form improvements in the future. • To promote and partake in self-reflective practice in the school and the governing body such as skills audits.
<p>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.</p>	<ul style="list-style-type: none"> • Explore how new school initiatives could support students who have differing needs. • Contribute to issues and discussions considering creative problem-solving solutions.

Governor Link Roles

What is a Link Governor?

Link Governors are members who are appointed by the governing body to oversee specific aspects of the work of the school(s). Where possible, link roles are allocated based on the Governors skill set and experience. Link roles are a very effective way to help the governing body to understand, oversee, monitor and develop a particular area of responsibility within the school. The link Governor should ultimately enrich the whole governing body's understanding of their particular area and therefore contribute to more informed decision making.

As a link Governor you will be required to:

- Make pre-arranged visits/calls to the school, with a clear focus under your link remit
- Keep the governing Board informed about your link area(s), and act as a link between Governors and school
- Support the member of staff who is responsible for your link area(s)
- Develop knowledge in their specialist area and take part in relevant training
- Make sure the school has relevant policies in place
- Monitor the implementation of the school's strategy and performance in your link area
- Ensure the school are adhering to any statutory requirement for that link area
- Act as lead on the Board for your link area, leading on discussion challenge and support in meetings

A list of the link roles in our Governance structure is below.

AAB Link Roles

- Safeguarding
- Sports premium and grants
- Curriculum and enrichment
- Parental engagement, marketing and communication
- Mental health and pupil engagement

Other roles can be defined by the AAB and Headteacher dependant on the School's needs.

RGB Link Roles

- Education 1 - Curriculum and Enrichment
- Education 2 - SEN
- Education 3 - Pupil Premium
- STEM, Careers and Digital
- Finance and Risk
- Recruitment, Diversity, Workload and Wellbeing
- Safeguarding and Mental Health
- Parental Engagement, Marketing and Communication

Governor Support

Governance

For an AAB & RGB Governor, the Clerk for your AAB or RGB would be your first port of call with any questions you have or support you require with things such as:

- Meeting dates/attendance
- Teams/accessing papers/email access
- Arranging a visit to the school

Your Clerk will communicate with you via your TSAT email and this is how we would recommend contacting them. If you are unsure how to contact the clerk or have further questions please contact our central governance team on governance@tsatrust.org.uk.



How can I help?

I am here to ensure all Governors have the correct support and resources to equip them to fulfil their role, support clerks, Chairs and TSAT leaders to ensure all our meetings run smoothly and are effective and lead on recruitment to ensure we have suitably skilled Governors on all Boards.

Please contact me for any support or advice you need. These could include the following:

- Advice on Training resources
- Advice on effectiveness and questioning resources and support
- Understanding how to conduct a visit and example questions
- Advice on Link roles and responsibilities of Governors
- Skills audits for governing Boards
- Recruitment, interviews and safer recruitment of Governors
- Effective running of meetings

Contact details:

Jennifer Coates

Governance Officer

Contact email: governance@tsatrust.org.uk

Contact number: 07526 195223



Welcome to the role of a Governor, thank you for your time and contribution and I hope you find it rewarding. My role is responsible for ensuring we have a robust governance within our Trust, that our structure supports good governance, Governors are supported and effective and the Trust are fulfilling their legal governance obligations.

Please contact me for any support or advice, this could include the following:

- Advice and support for Chairs on getting the most out of meetings and fulfilling Chair role
- Advice on information received at meetings
- Advice on tackling areas of concerns
- Trust wide structures, approaches and communication flow

Contact details:

Kelly Denton

Head of Governance & Compliance and Company Secretary

Contact email: k.denton@tsatrust.org.uk

Contact number: 07970 742024

Governor Induction and Training

Induction

In Appendix 1 of this handbook, you will find an induction checklist for new Governors. This list provides you with guidance on everything to complete to fully induct you into your Governor role. If you have any question on any aspect of this please contact your clerk or our governance team at governance@tsatrust.org.uk.

Training

There are a number of different types of training for Governors. The first is statutory training which all new Governors will need to complete and existing Governors will repeat annually. These are Safeguarding training and data protection training which will be emailed to you directly. Secondly, we have a suite of TSAT specific Governor training videos which can be accessed 24/7 and cover all aspects of a Governor role. Thirdly we have The Key for School Governors, which is an online resource website with articles, advice and training on all aspects of governance and education. If you or your governing Board feel an additional area of training is needed please contact our governance team who can explore adhoc training.

Training Videos Library

Specifically created for our TSAT Governors, we have a selection of Training Videos available to watch on YouTube which will provide you with specific information about our Trust and the schools within them. We will continue to expand our library in the years to come. These videos include subjects like Primary and Secondary assessment, peer on peer abuse, student matters and more.

The Key - Information Portal

Every TSAT Governor will be able to access 'The Key for School Governors' via Governor Hub. This is a national information service that provides governors with guidance, insight and instant answers to their questions on all aspects of school.

The Key provides every Governor with an essential on-demand training and knowledge bank that provides support when you need it, giving you confidence in your actions and the knowledge to be truly effective.

Introduction to Teams

Governors will have access to Microsoft Teams which is used for sharing meeting papers, key documents and collaboration.

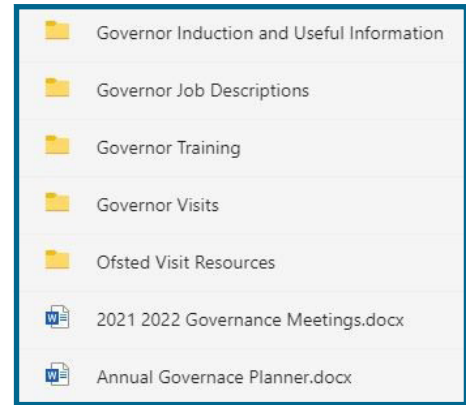
AAB/RGB Team

You will have access to a Team for your AAB/RGB group. Within this Team you will have access to documents for upcoming meetings as well as policies, Governor visits and previous meeting information.

Within the folder with the upcoming meeting date, is where you will find all the relevant documentation that needs to be read prior to the next meeting. This will be available 7 days prior to the meeting and the clerk will inform you if there are delays with any papers.

TSAT Gov Team

The Gov Team is the hub of resources for you to use as Governors. Examples of some of the types of resources are displayed here. We will continue to grow and develop our support resources over time.



Ofsted

Ofsted are the regulatory authority of all schools and inspect them to grade their performance and provide guidance on how to improve if required. The full details about a school inspection are available in the School Inspection Framework on the government website. As stated in this framework, 'The lead inspector will make arrangement for a meeting with the Chair of the governing body or, if appropriate, the Chair of the Board of Trustees and as many Governors as possible'. At this meeting the inspector will ask questions, test your knowledge and understanding of the school, particularly its challenges and how you are supporting these, and they will seek evidence and examples of good governance such as challenge, support, visits etc.

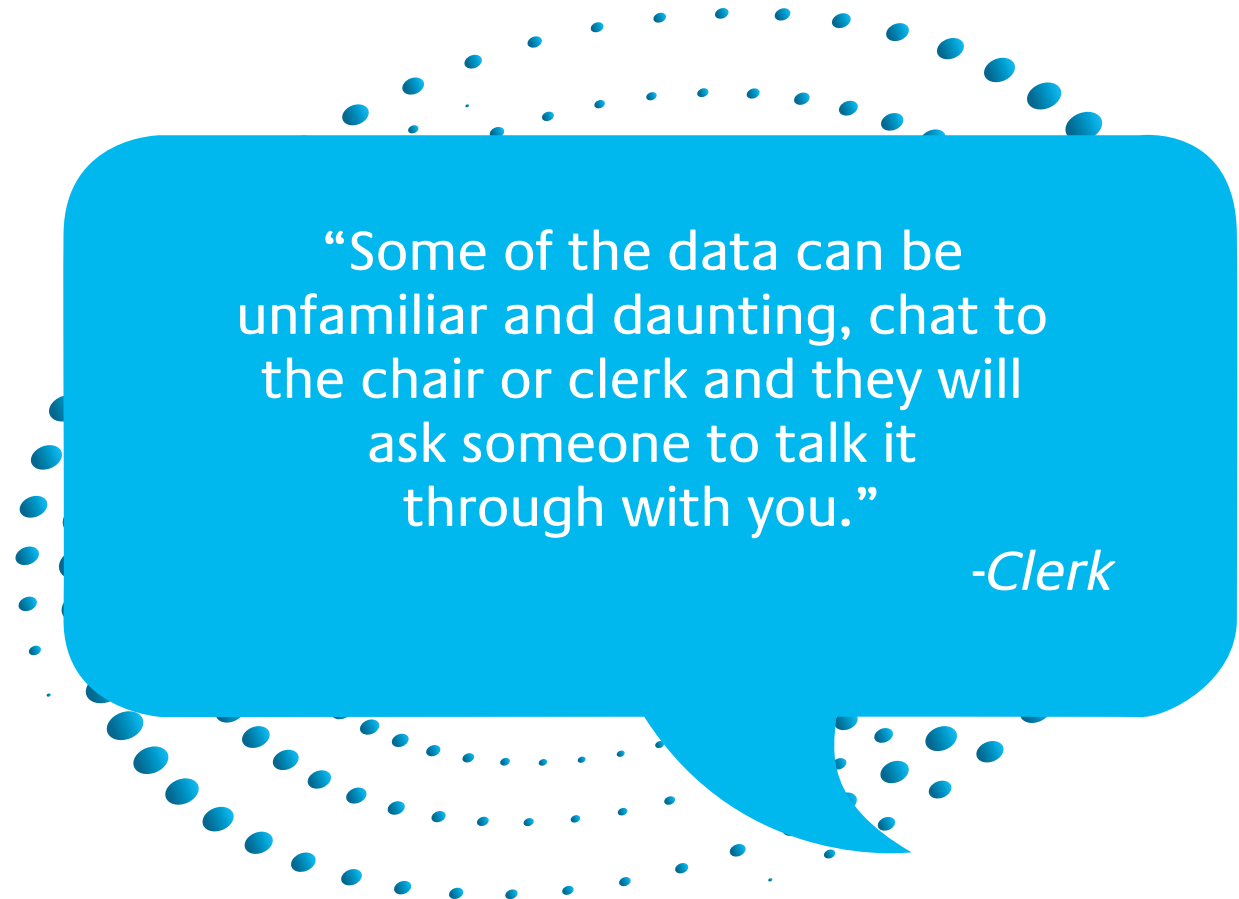
Annual Governance Calendar and Planner

The Annual Governance Calendar is available in Teams so all Governors can remind themselves of meeting dates. In most cases it follows this structure:

AAB Meetings - Term 1, Term 3 and Term 5. These meetings are the first in each Governance cycle.

RGB Finance & Staffing Committee – Term 1, Term 4 and Term 6. These meetings are second in the cycle as the minutes and actions are reviewed at the RGB meetings.

RGB Meetings – Term 2, Term 4 and Term 6. The AAB meeting and the Finance & Staffing meeting are considered at this meeting.



“Some of the data can be unfamiliar and daunting, chat to the chair or clerk and they will ask someone to talk it through with you.”

-Clerk

Confidentiality and Data Protection

As a Governor, you have a duty to maintain confidentiality and comply with the UK GDPR regulation. Failure to maintain confidentiality could damage the reputation of the school, governing body and the governor themselves. Breaching confidentiality or handing personal data could also result in a breach of GDPR regulations. This includes talking about pupils or staff with individuals outside of the school. Governors are also required to complete statutory annual data protection training.

Hints & Tips on keeping data safe:

- View all documents on Teams. Avoid printing or downloading governance papers.
- Return old papers to the Clerk as soon as the need for them has passed.
- Do not discuss any governance matters, schools, individual pupils or staff socially with people outside the Trust. Sharing personal data verbally is a data breach and a breach of our code of conduct.
- Use complex passwords. Not 'Password123', which is one of the most common passwords in the UK.
- If talking to pupils or staff on a governor visit, ensure any names or identifying factors are anonymised when writing up your report and destroy any notes taken that contain personal data.
- Never take images of children.

If you resign from your Governor position, the rules of maintaining confidentiality continue to apply and sharing of data would remain a breach of data protection laws.

In the event of a personal data breach by a Governor, you must inform the Trust data protection officer (DPO) via email at privacy@tsatrust.org.uk.

Social Media

The TSAT Social Media policy is available here and applies to all Governors. This is essential reading and provides clear instructions on expectations on social media. We do not discourage use of Social Media and when used in compliance with our policy can be beneficial to you keeping up to date with your school(s) online presence.

Hints & Tips on remaining compliant:

- Ensure you have the highest possible privacy settings and that you check these regularly.
- Remove yourself from parent/community forums. Being in these groups increases your chances of getting drawn into concerns outside of the Trust complaint procedures.
- Never accept friend/follow requests from students.
- Avoid friend/follow requests from parents and staff members.
- Do not post, comment, discuss or disclose any information relating to your Governance role, The Thinking Schools Academy Trust, Schools, Staff or Pupils.
- Do not make comments online about the Governing body or School Community.
- Do not link your Governor email address to your social media accounts.
- Google your name to see what information about you is visible to the public.

Complaint handling

The TSAT Complaints Policy states the process in which complaints should be submitted and handled. If anyone submits a complaint or concern to a Governor, that Governor must refer them to contact the school directly and make no attempt to handle the complaint or pass comment. If you require support with this you must contact the Clerk or Head of Governance and Compliance who will provide guidance on how to support the complainant in contacting the school with their complaint.

Governor Induction Checklist

Completing the tasks on this checklist will equip you with the knowledge and information to be a highly skilled Governor who can provide significant and quality contributions to support your school(s).

Mandatory Induction Tasks	Y/N	Date
Complete Enhanced DBS check – online form, physical check of ID and physical check of completed DBS certificate.		
Successfully access Microsoft 365 including your outlook email and Teams.		
Complete Safeguarding training – you will receive instructions to your TSAT email.		
Confirm you have read Keeping Children Safe in Education (KCSIE) - you will receive instructions to your TSAT email.		
Complete Prevent training - you will receive instructions to your TSAT email.		
Complete statutory Data Protection training – you will receive instructions to your TSAT email		
Ensure you are aware of the meeting dates of the academic year and they are planned in to your diary. If unsure contact your clerk.		

Advisory Induction Tasks	Y/N	Date
Research the School(s) you are joining the Governing body of. This would include their website, prospectus, most recent Ofsted report and recent newsletters.		
Book your first school visit. We suggest liaising with the Chair about setting this up with another experienced Governor so you can shadow them on your first visit.		
Meet/correspond with the Chair regarding a link role.		
Meet/correspond with the Chair following your first meeting for feedback.		
Watch the following TSAT Governor Training videos: <i>The Thinking Schools Academy Trust, what is a Thinking School & Governance Role Introduction.</i> You will see other videos are available which we also recommend watching. Links to videos are available on page 12.		
<i>Log in and explore ‘The Key for School Governors’.</i>		
Keep up to date with news within the Trust e.g. Follow TSAT and your school(s) on social media		

Recommended Reading List	Y/N	Date
Read the ‘Governor Visits Guide’		
Read your link role description and use the links to expand your knowledge and understanding. <i>Available in the Governor Resources section of our website.</i> https://www.tsatrust.org.uk/about/governance/		
Read the Terms of Reference for your Governing Body/Committee via the website.		
Read the School Improvement Plan(s) (<i>saved within the Teams folders or contact Clerk</i>).		
Read the minutes and the Headteacher/Director of Education report from the previous meeting.		
Read the ‘Glossary of Governance Meeting Terms’.		
Read the Department of Education ‘Governance Handbook’ and the Ofsted Education inspection framework.		

Role Profile for an AAB Chair

Being a Chair of governors is a key role in the leadership and management of the school and can have a substantial impact on the effectiveness of the governing body and school.

Whether you are a Chair or a Governor it is important to understand what the roles and responsibilities of a Chair are and how they can support all Governors in their role.

Chair of AAB:

- The Chair is responsible for the leadership of the Academy Advisory Board. As Chair of its meetings, they are responsible for ensuring that the necessary business of the AAB is carried out efficiently, effectively, and in a manner appropriate for the proper conduct of public business.
- Working with the Clerk to the Board, the Chair should ensure that the AAB acts in accordance with the instruments of governance of the Academy and within the Trust's rules and regulations.
- The Chair should ensure that the AAB exercises collective responsibility. The Chair will encourage all members to work together effectively, contributing their skills and expertise as appropriate.
- The Chair will be a member of the appropriate Regional Governing Body and report on matters relating to his/her Academy. They should be an active member of the RGB.
- Work with the clerk and Headteacher to make sure there is an appropriate skill set on the AAB through a Bi-Annual skills audit.
- Support new AAB members to fulfil their role.
- Ensure Governor visits occur and allocated to all members.
- Act as a support to the Headteacher touching base regularly and when large events are taking place.
- Ensure all AAB members are completing statutory training.
- Feedback to the Governance team if additional training needs for AAB or the Chair are required.
- Chair the meeting including agreeing the agenda the Headteacher and discussing challenge.
- Chair the meeting ensuring it is timely, efficient and all members have the opportunity to input.
- Ensure link roles are allocated to meet the needs of the school and meet the skills of the members.
- The Chair should ensure that the following key roles of the AAB are undertaken:
 - it acts as a key link between the Academy, parents and local community;
 - it supports the work of the Academy in the community;
 - it supports the Principal/Headteacher and wider Leadership Team in the development and implementation of the Academy Development Plan and other relevant plans, ensuring that the TSAT ethos remains at the heart of the Academy community;
 - it helps on the ground with the implementation of certain Academy policies;
 - it offers challenging but positive and proactive support to the Principal;
 - it regularly reviews the Academy's performance in relation to the KPIs (Key Performance Indicators).

“Arrange a visit to the school
and talk to pupils about their
learning and wider
school experiences”

-AAB Chair

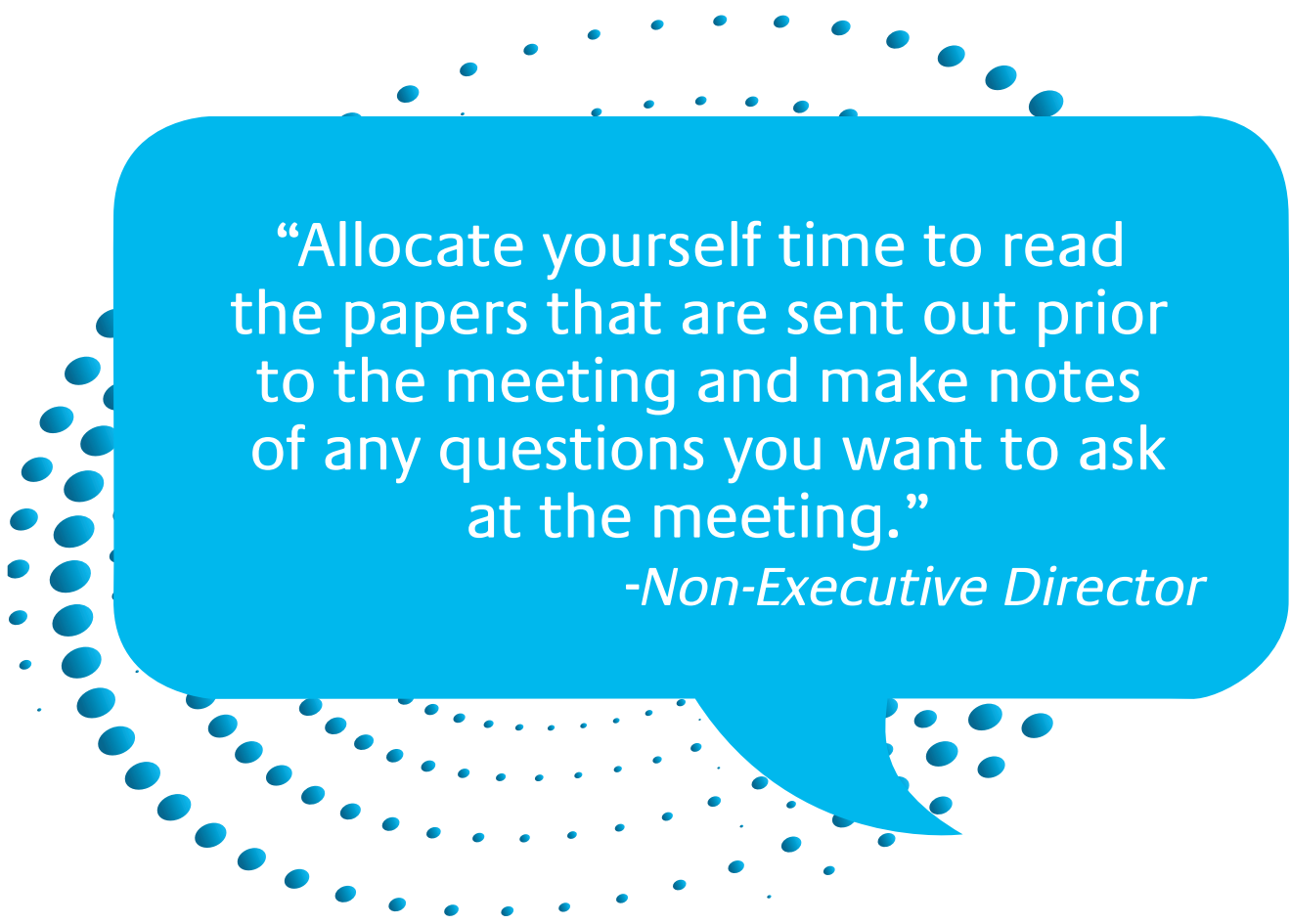
Role Profile for an RGB Chair

Chair of RGB:

- The Chair is responsible for the leadership of the Regional Governing Body. As Chair of its meetings, they are responsible for ensuring that the necessary business of the RGB is carried out efficiently, effectively, and in a manner appropriate for the proper conduct of public business.
- Works with the Director of Education to promote and maintain high standards of educational achievement;
- Working with the Board of Directors, ensures that the RGB sets a clear vision, ethos and strategic direction for its Academies;
- With the RGB holds the Director of Education to account for the educational performance of the Academies and their pupils, and for the performance management of staff;
- Ensures oversight of the financial performance of the academies and effective use of resources, within the financial boundaries as stated in the Terms of Reference for Regional Governing Bodies;
- Ensures that all governors understand the role and responsibilities of the Regional Governing Body;
- Provides leadership to the Regional Governing Body and ensures that governors fulfil their functions for the effective governance of the Academies.
- Is fully conversant with governor competency framework and the responsibilities of the governors and chair as outlined in that document.
- Work with the Clerk and Headteacher to make sure there is an appropriate skill set on the RGB through a Bi-Annual skills audit.
- Support new RGB members to fulfil their role.
- Ensure Governor visits occur and allocated to all members.
- Act as a support to the Headteacher touching base regularly and when large events are taking place.
- Ensure all RGB members are completing statutory training.
- Feedback to the Governance team if additional training needs for RGB or the Chair are required.
- Chair the meeting including agreeing the agenda with the Headteacher and discussing challenge.
- Chair the meeting ensuring it is timely, efficient and all members have the opportunity to input.
- Ensure link roles are allocated to meet the needs of the school and meet the skills of the members.

“Remember, if you can’t make a meeting, you can submit questions to the Chair, so you’re still able to engage in the meeting.”

-Clerk



“Allocate yourself time to read the papers that are sent out prior to the meeting and make notes of any questions you want to ask at the meeting.”

-Non-Executive Director

Thinking Schools Academy Trust,
Park Crescent, Chatham, Kent, ME4 6NR

T: +44 (0) 333 360 2000
E: info@tsatrust.org.uk



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www.tsatrust.org.uk
Registered company number: 7359755