

# GOVERNORS HANDBOOK



# TRUST MISSION AND VALUES

Our core purpose at Brontë Academy Trust is to create a family of great schools, where every child gets the best start in life and the opportunity to thrive.

To enable us to achieve this, our vision is to deliver:



**Great schools**



**Inspirational people**



**Strong foundations**



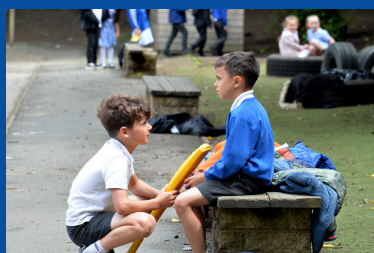
## We put pupils first

Prioritising each child, we create opportunities that pave the way for their growth, their success and ensure they thrive.



## We learn together

Building collaborative communities where common purpose, and supportive structures allow knowledge, talent and expertise to flourish.



## We act with integrity

Authenticity and honesty shape our interactions, and respect and care for others underscores our commitment to doing what's right.



## We make a difference

Having passion, resilience and courage to take action so that we have the greatest possible positive impact on others.



# Academy Governance Committee

The Academy Governance Committee (AGC) is accountable to the Trust Board, providing a crucial monitoring, scrutiny and support role at a local level and have some delegated responsibilities particularly for their own school.

The **Quality of Education** is overseen by the entire governing body and there are four main Governor roles within in each school's AGC which have been aligned across the Trust so that there is consistency and alignment:

- **Leadership and Management Governor** (Chair of Governors)
- **SEND Governor**
- **Behaviour and Personal Development Governor**
- **Safeguarding Governor**

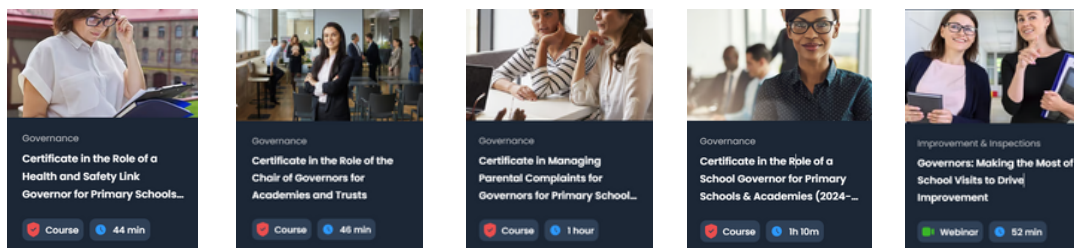
This document provides all Bronte Governors with the support, training and guidance they need to ensure the school's and Trust's compliance with our legal responsibilities, and to improve strategic decision-making to foster better educational outcomes for students.



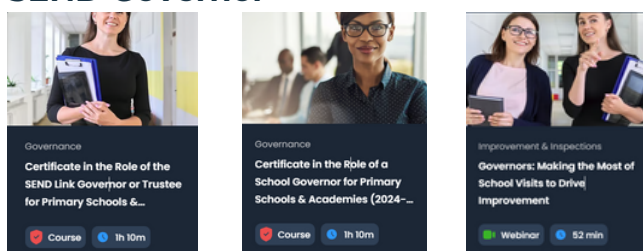
# AGC Training

Bronte Governors are provided with access to the National College Training platform which provides a comprehensive library of training resources for all our governor roles. Below are the National College training modules that support the Governor roles.

## Chair of Governors



## SEND Governor



## Safeguarding Governor



## All other Governors



## AGC Guidance



The Trust are members of the [National Governance Association](#) (NGA) which is used to provide expert guidance, resources, and training to support effective governance in our schools. By partnering with the NGA, our governors and trustees can enhance their understanding of best practices, ensure compliance with legal responsibilities, and improve strategic decision-making to foster better educational outcomes for students. The NGA's services help create a unified framework for governance, promoting accountability, transparency, and continuous improvement in the educational sector.



# All Governors

## 'Quality of Education'

### AGC Meeting Prompts

#### Pupil Performance Data:

- What does pupil data tracking tell us about current progress and attainment?
- How many pupils are reaching age-related expectations and above at the end of the year (and at assessment points throughout the year) compared with the starting point at the beginning?
- How do our outcomes compare to national / local outcomes in each key stage?
- What are our strengths? weaknesses?
- What are our barriers to better progress? What are we doing about it?
- Patterns in pupil outcomes ( SEND / Gender)
- Explain any reasons for dips or peak
- Any recommendations to deal with areas of school improvement concern

#### Curriculum:

- Are statutory requirements met? Are all subjects taught? Is there clear information showing the curriculum content for each subject in each year group?
- Is the school clear about its position in relation to the curriculum, particularly with regard to: **Intent** (Why curriculum content has been chosen), **Implementation** (How the curriculum is taught in this school so that pupils know more, remember more and gain relevant skills), **Impact** (How effectively children are making progress through the curriculum)
- How is the curriculum designed and adapted to give all **groups of pupils**, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life

#### Teaching and learning:

- What is being done to improve teaching?
- Where teaching is less than good, what is being done about it? Is improvement rapid enough?
- Has there been any external validation of the school's judgement about the quality of teaching?
- How effective are additional staff at contributing to teaching and learning (eg, Teaching Assistants)?
- How do we know assessment is accurate?
- What is stopping the overall quality of teaching from being better?





# All Governors 'Finance'

## AGC Meeting Prompts

- Are there any significant variances from the budget that need to be addressed?
- Are we expecting a surplus or deficit at the end of the financial year? What factors are contributing to this outcome?
- How is expenditure being monitored to ensure that it stays within budget? Are there any areas where spending is higher or lower than expected?
- Have there been any significant changes in funding levels this year?
- Are we on track to meet our financial targets for the year?
- How is the Pupil Premium funding being allocated and used? What impact is it having on pupil outcomes?
- Are there any upcoming reviews of supplier contracts? How are we ensuring value for money in these contracts?
- How do staffing costs compare to the budget? Are there any unexpected variances in salaries or benefits?
- Are there any financial implications related to recruitment and retention of staff?
- What cost-saving measures have been implemented, and how successful have they been in reducing expenses?
- Are there any ongoing or planned capital projects? How are these being funded, and are they on schedule and within budget?
- How is the school utilizing High Needs Funding from the local authority? Are there any issues with receiving or managing this funding?
- How is the school planning for long-term financial sustainability? Are there any anticipated changes in funding or expenses?
- What are the current reserve levels, and are they adequate for future needs?



# Leadership & Management Governor (Chair)

## AGC Meeting Prompts

### School Context:

- What significant patterns, trends or changes are there in the diversity of the school pupil context?
- What is being done to address pupil numbers? Marketing / Sufficiency investigation / PAN Reduction?
- What are we doing to address under/ over capacity class sizes?
- What reasons or patterns are there for school movement? leavers and destinations

### Health and safety:

- What accident/ near miss patterns or trends are there?
- Were all accidents investigated thoroughly ? What were the findings, if any?
- Have any new risks been risk assessed?
- What are the Staff training needs? First aid / health and safety
- What new risk assessments are in place?
- What new health and safety related policies have been introduced or are being reviewed?
- How effective were the Fire evacuation / lockdown drills?
- What capital works/ CIF bids / Site improvement projects are planned ?

### Staffing:

- What Staff vacancies are there? Are there any key ones?
- What difficulties are you finding with recruiting?
- What are the patterns in the staff absence - year on year / term on term ?
- What actions have we taken
- What actions have we taken with staff workload?
- What Staff wellbeing initiatives have been trialed / implemented?
- What do the staff exit / induction survey commentaries tell us?



# Leadership & Management Governor

## Educational visit Questions

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We will aim to grow and develop our staff to have the confidence and skills to deliver the Trust's strategic aims and to invest in a strong, healthy, engaged and motivated workforce.





# Safeguarding Governor

## AGC Meeting Prompts

- Are there any patterns to the type of Safeguarding concerns? (sexual harassment, racism, Prevent, staff conduct etc.)
- Explanation for any red / amber rating – why was it judged red and any relevant context?
- What feedback has come from the Safeguarding Audit? Highlight trends – are things improving?
- What are the relevant DSL meeting updates?
- Any recommendations to deal with areas of concern?
- What do Pupil / Parent survey feedback say about pupils feeling safe?
- What new safeguarding policies or procedures are in place or being reviewed?
- How does the local authority support the school in safeguarding matters, and are there any challenges in this partnership?
- How are DSLs supported in their role? Are there deputy DSLs, and how are responsibilities shared?
- What risk assessments have been implemented?
- Are there any identified staff training needs?
- What measures are in place to ensure online safety for students, and how is the school educating students about the risks of the digital world?
- How are safeguarding risks assessed, particularly for off-site activities and trips?  
What measures are in place to mitigate these risks?
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What measures are in place to mitigate these risks?
- How many safeguarding incidents have been reported this year, and what trends, if any, can be identified from these reports?



# Safeguarding Governor

## Educational visit Questions

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# SEND Governor

## AGC Meeting Prompts

- How are Individual Education Plans being developed, monitored, and reviewed for pupils with SEND?
- How is the school ensuring that pupils with SEND receive the support they need? Are there any gaps in provision that need addressing?
- Are the behaviour incidents more prevalent for SEND pupils?
- How is the school supporting pupils with SEND who may exhibit challenging behaviors? What behavior management strategies are used?
- What are the attendance rates for SEND pupils? Is this in line with other pupils' attendance? What are the factors ?
- How is the progress of pupils with SEND tracked and assessed? Are there any notable trends in their achievement compared to their peers?
- What is being done to close the attainment gap between pupils with SEND and their non-SEND peers?
- How are resources, including funding such as the SEND budget, being allocated to support pupils with specific learning needs?
- How much of the school's budget is allocated for SEND provision? Is this funding sufficient to meet the needs of pupils with SEND?
- What training have staff received to support pupils with SEND effectively? Are there plans for further professional development in this area
- How is the school engaging with the parents and carers of pupils with SEND? Are there any specific support groups or forums for them?
- What strategies are in place to ensure that pupils with SEND are fully included in all aspects of school life, including extracurricular activities?



# SEND Governor

## Educational visit Questions

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# Behaviour & Personal Development Governor

## AGC Meeting Prompts

- Are there any issues or increases/decline in behaviour in particular year groups or classes?
- Are there any groups of pupils where behaviour incidents are more prevalent? (eg, SEND)
- What interventions are in place to improve attendance, particularly for students who are persistently absent?
- Are there patterns or trends in behaviour / attendance?
- What are the exclusion and suspension narratives?
- What support systems are in place for students who exhibit challenging behavior? How effective are these interventions?
- Is the school using restorative practices to address conflicts? How successful have these been in resolving issues and preventing repeat behavior?
- What do Pupil / Parent survey feedback say about behaviour / bullying?
- Are there any new policies or procedures being implemented or reviewed?
- How is the Personal, Social, Health, and Economic (PSHE) education curriculum being delivered? What impact is it having on student personal development?
- How is the school helping students develop essential life skills, such as financial literacy, communication, and problem-solving?
- What initiatives are in place to promote character education, such as resilience, empathy, and teamwork?
- How is the school gathering and responding to student feedback on their personal development and school environment?



# Behaviour & Personal Development Governor

## Educational visit Questions

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