

Governing Board Operations Policy

Adopted Date: 01/09/2023

Review Date: 01/09/2024

Equality and Inclusion Statement:

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

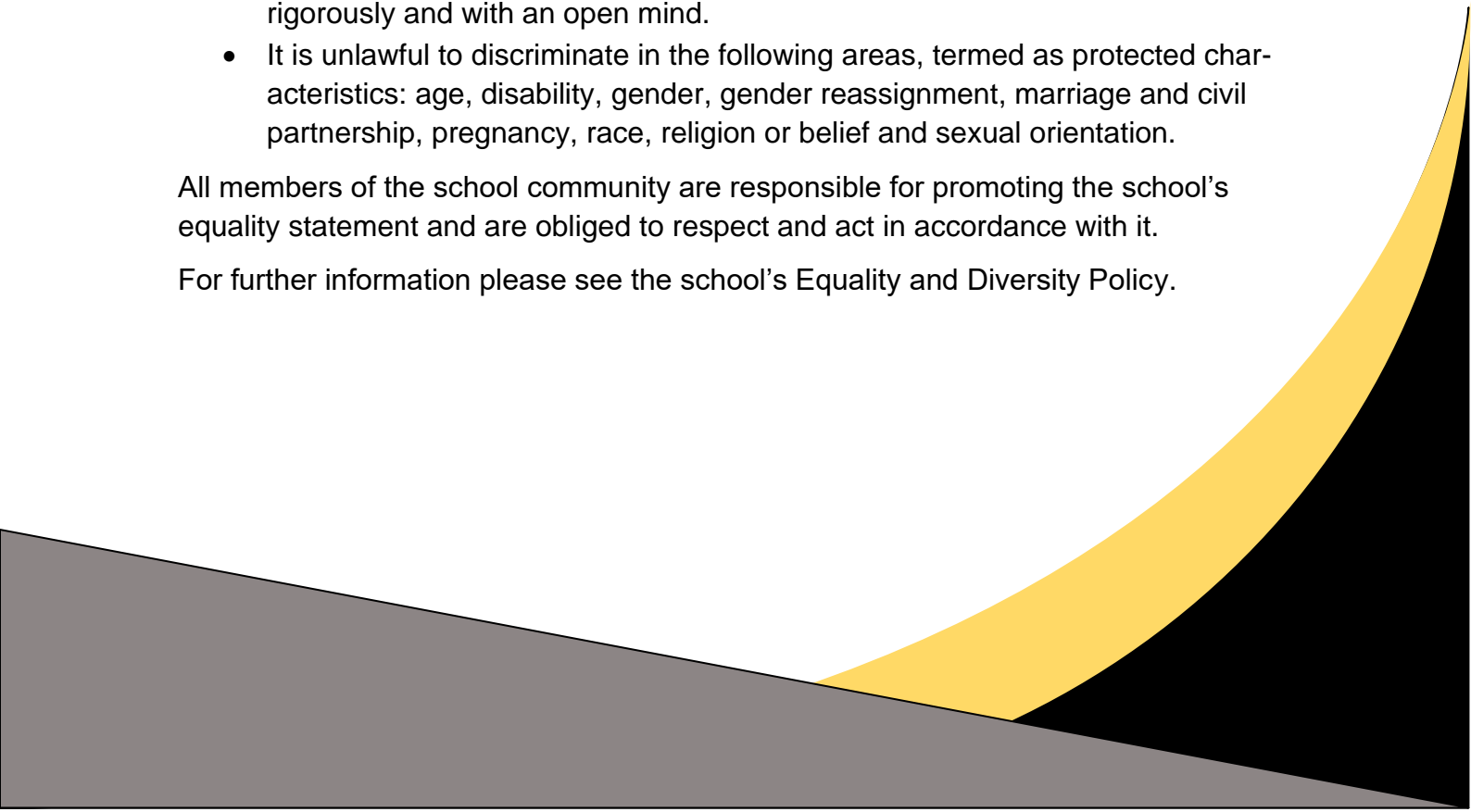
- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

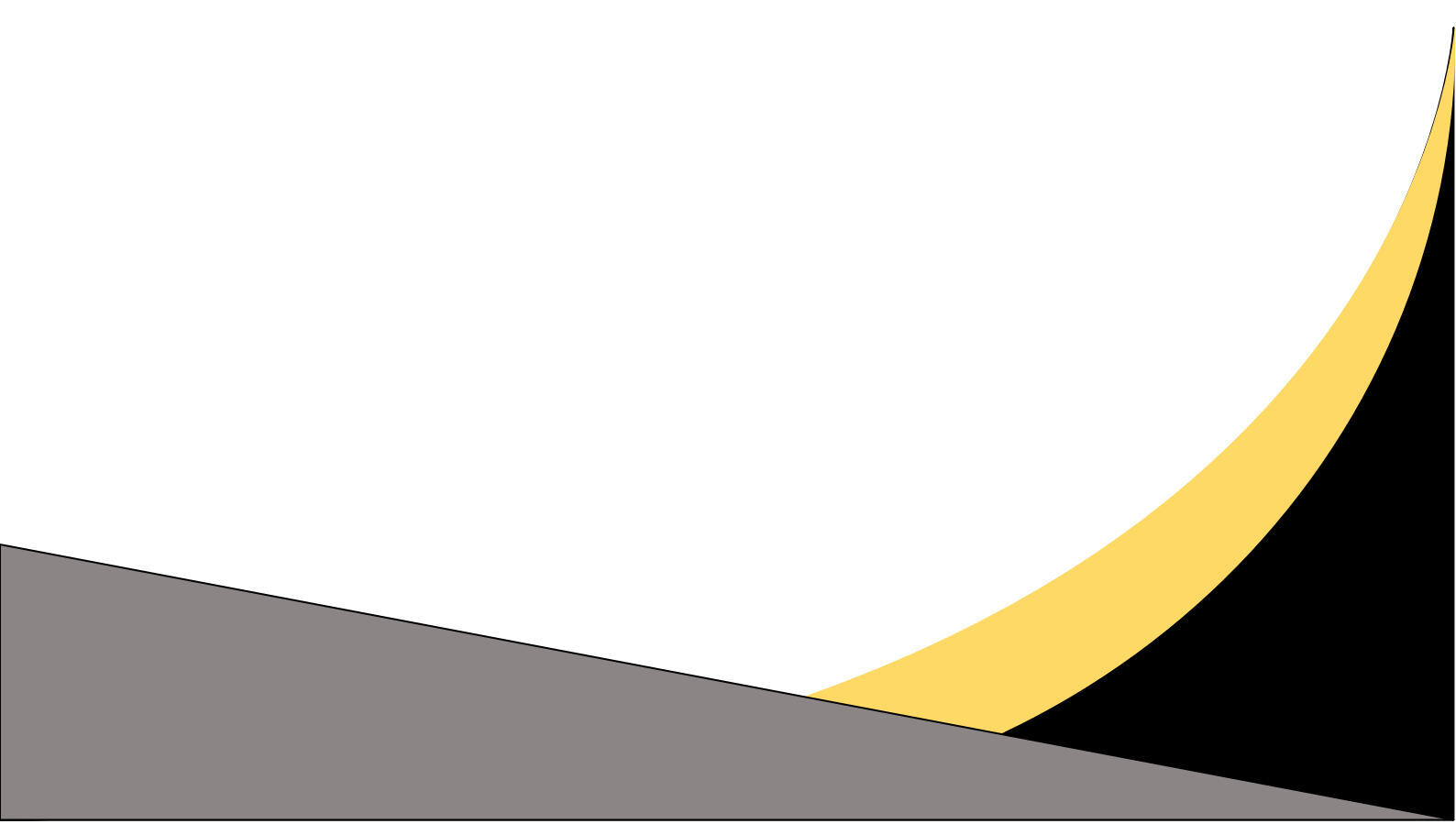
All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.



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1. Core Functions

The overall function of the Board is to set the strategic direction of the establishment giving it a focus in order to deliver the best possible outcomes for the young people whilst delivering Apex Specialist Education's compelling value proposition and narrative.

In essence, the Board has a strong focus on two core functions:

- a. Ensuring clarity of vision, ethos and strategic direction which puts school improvement at the centre of planning, delivery and evaluation
- b. Holding the Headteacher and Senior Leadership Team to account for the performance of the establishment, celebrating success wherever possible and challenging underperformance

2. The role of the board

The Board consists of the following members:

- Member of the Proprietary Body
- Head Teacher
- Deputy Head Teacher
- Designated Safeguarding Lead

All individual Board members are expected to be well prepared, make a positive contribution, challenge where appropriate and express their views across all relevant areas. This will lead to informed discussions in areas in need of development and improvement that will have a positive impact on future outcomes.

Other key personnel within Apex Specialist Education, or Healey Learning Centre may attend to discuss and present in their areas of expertise.

The Board oversees the setting and implementation of the key strategic goals for the establishment via the School Development Plan (in cohesion with the School Self-Evaluation Form). This plan places the child at the centre of our work with the leadership team providing strong inspirational leadership that raises the aspirations and expectations of all staff, children and young people. The Board monitors the safeguarding procedures across the school and ensures that the appropriate controls and measures are in place and implemented. The Board also ensures that the establishment is providing an inspirational environment where children and young people thrive, develop skills, confidence and achieve the best possible outcomes. The Board insists on the professional development of staff leading to high levels of staff engagement, career progression and retention.

The Board provides a forum for the leadership team to discuss and monitor the self-evaluation processes and school development plan and to work collaboratively to find solutions to any emerging areas. There is an expectation that this process needs

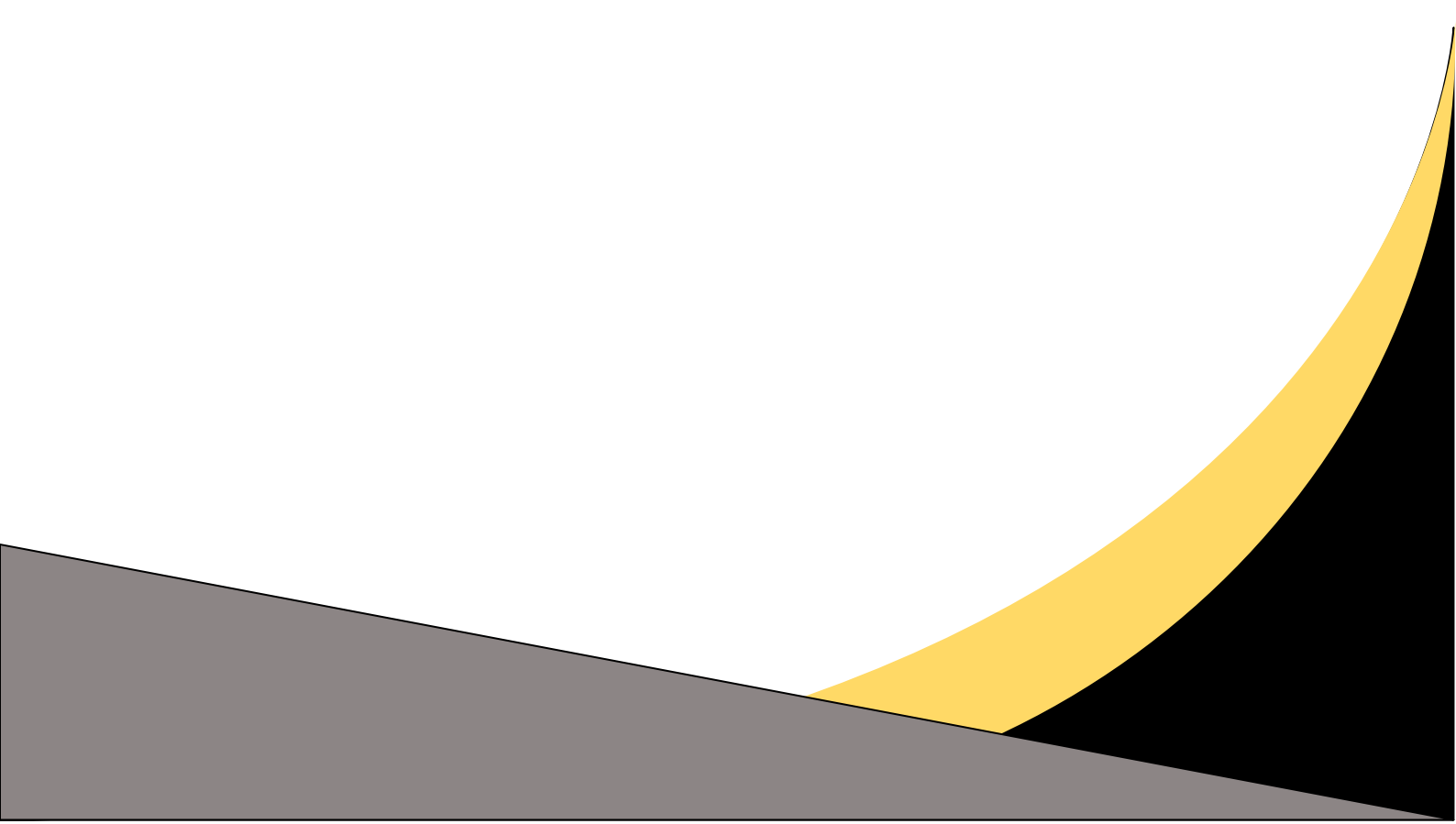
to be dynamic and clearly focused with each Board member having key responsibilities and accountability within the Board. This also provides an opportunity to listen to and consider new ideas/initiatives from leaders that may support development across the Apex Specialist Education. The Board needs to have confidence that the establishment is highly effective in implementing the current organisation's 'winning strategies'.

To achieve operational consistency in providing the highest standards of education, the Board is responsible for ensuring that the establishment has the correct resources necessary. The quality of education and care is at the centre of this. There is also the need for the Board to track the implementation of the policies, procedures and development plans appertaining to improving overall children and young people's outcomes. Key performance data and reports from the school, and external evaluations are crucial to informing effective and timely decision making.

3. Additional processes which support Governance

School governors meet with commissioning partners at least once per term. Reports are provided to the local authority which detail areas of development; this in turn is shared with all secondary schools in the borough via Rochdale's Pioneers Trust.

Healey Learning Centre is also subject to scrutiny via local authority quality assurance procedures, and Greater Manchester's Inclusion Framework. The Board will support the processes and relationships between commissioning partners, and the local authority; in turn advice, and guidance from these sources will help bolster the school through the Board's strategic leadership and guidance.



4. Operation of School Board Meetings

The Board holds half-termly meetings; these would usually be in September, November, January, March/April, May and June.

The board meeting will focus around the previous half-term data and any reports/reviews that have taken place. The board will also monitor the progress and impact of the School Development plan.

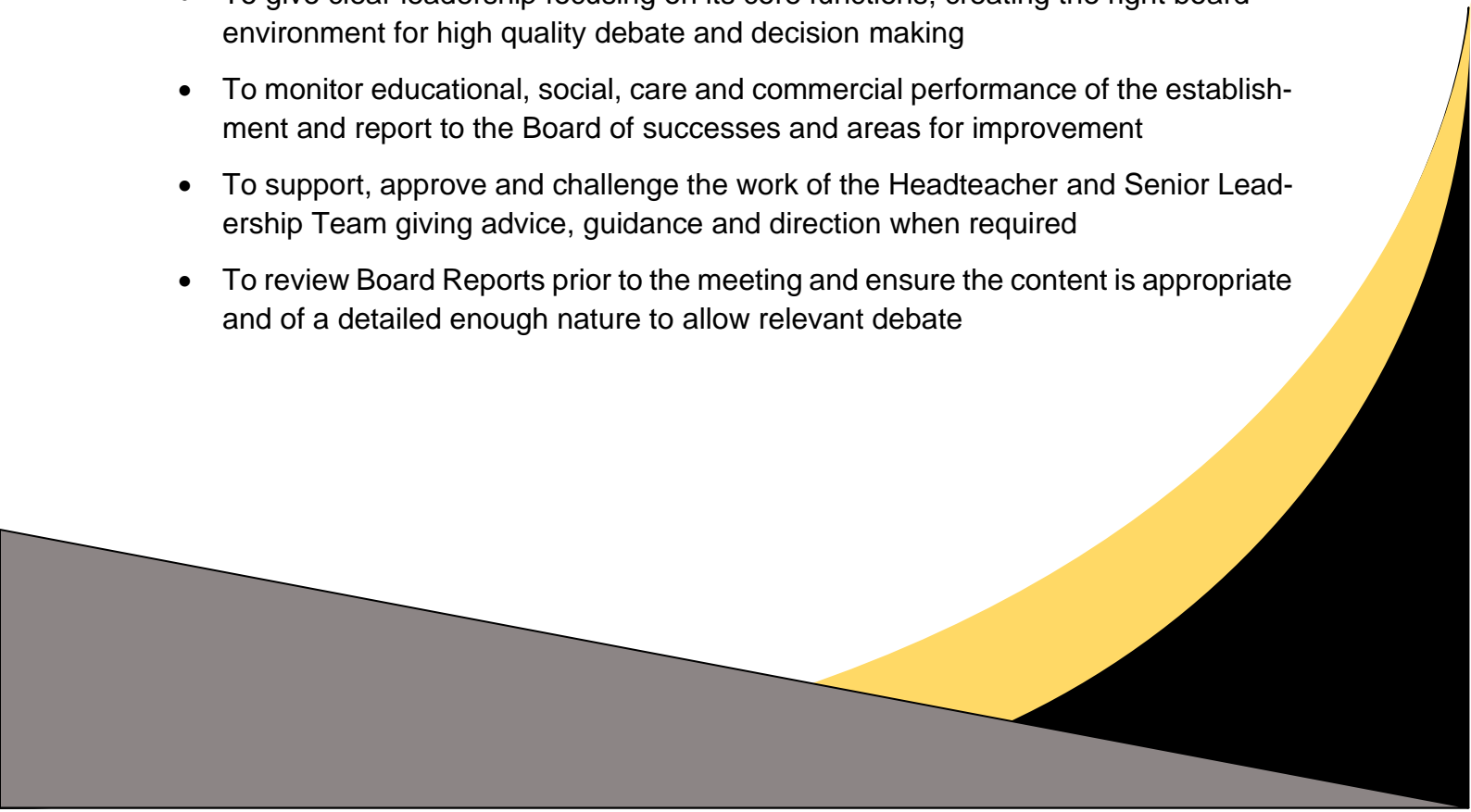
The agenda will follow the below format:

1. Actions from previous meeting
2. Head Teacher's Report
3. Quality of Education Report
4. Attendance and PBS
5. Safeguarding and Health & Safety
6. Staff development
7. AOB

A written record of each board meeting will be circulated following the meeting by the Headteacher capturing the main areas of discussion, decision making and action plan undertaken.

5. Roles of board members

5.1 Chair

- To give clear leadership focusing on its core functions; creating the right board environment for high quality debate and decision making
 - To monitor educational, social, care and commercial performance of the establishment and report to the Board of successes and areas for improvement
 - To support, approve and challenge the work of the Headteacher and Senior Leadership Team giving advice, guidance and direction when required
 - To review Board Reports prior to the meeting and ensure the content is appropriate and of a detailed enough nature to allow relevant debate
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5.2 Headteacher

To monitor and present educational, social, care and commercial performance of the establishment and report to the Board of successes and areas for improvement along with strategies to improve

- To provide and demonstrate leadership and direction for the overall performance of the establishment and support the work of Senior Leadership Team giving advice, guidance and direction when required
- To produce a comprehensive report for each board meeting with relevant data, interpretation of key findings and a recommended course of action and ensure that all board reports are sent to the Regional Director at least 1 week before the School Board Meeting.
- To agree with the Chair, in advance of the meeting, of any areas of special focus or key areas of concern in the upcoming meeting.
- To produce the record of the board meeting, action plan and present these to the Chair for approval prior to circulating within 5 working days of each board meeting.

5.3 Senior Leadership Team

- To monitor and act on key areas of responsibility concerning the performance of the establishment and report to the Board of successes and areas for improvement
- To contribute to the production of the report for each board meeting with relevant data, interpretation of key findings and a course of actions for specific areas of responsibility.

