

It all adds up to

Livability

Education Governance

Handbook for Livability's Local Governing Bodies

September 2017

This annual handbook sets out how Livability's education centres are governed: providing details of the roles, responsibilities and accountabilities of those involved in their governance and management. It was approved by Livability Board of Trustees' Services Committee on 7th September 2017.

An electronic version of this working document will be located within the governors' intranet. Other documents provided separately (or located on the intranet) include those with information regarding: Livability's education key performance indicators, local governing body effectiveness and self-evaluation, the corporate calendar, and local governing body calendar.

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Livability Handbook for Education Governance

Foreword

Dear Governor,

As you know Livability places a very high importance on the role of local governing bodies within our education centres and we welcome and value your input in supporting their development. This handbook sets out key information to support you as governors in undertaking your vital role and provides an overview of the governance and management of Livability as an organisation.

Good governance at all levels within the organisation is essential if Livability is to realise the core aims for its services. It is therefore especially important that all governors understand the nature of the commitment that is required to undertake their unique role, and are willing and able to act in accordance with the framework of governance set out in this handbook, and as expressed within the code of conduct for our local governing bodies.

Livability's governors continue to have a crucial role in terms of sustaining high levels of performance and in ensuring further improvements in the standards and quality of our education provision. Local governors must be a source of challenge and support whilst holding to account those responsible for local performance. The record of improvement locally demonstrates the impact that governors have on performance. This has been clearly exemplified through the positive outcomes in the recent Ofsted inspections. Governors have played an important role in supporting our heads in securing these strong inspection ratings.

We are pleased with the continued improvement in the quality of education provision; and we recognise and value the individual contributions made by staff and governors.

We hope you will find the information about education governance provided in this updated version of the handbook of use and of interest; and we look forward to your feedback to help us develop new editions in future years.

Helen England
Chief Executive

Introduction

Inspired by our Christian ethos, we work with disabled and disadvantaged people to achieve real choice, independence and opportunity. We do this through our expertise, the breadth and quality of our services and by campaigning for change. Special education is a core element of Livability's provision, together with a range of other services including residential and nursing care. The information provided in this handbook relates specifically to education governance and is set within Livability's policies, procedures and management systems.

Livability has two education centres¹ which offer a wide range of specialist provision for children and young people with complex or exceptional learning, health and care needs. Nash College² (in the London Borough of Bromley) is a specialist further education college providing holistic education for students aged 19-25 through a curriculum focused on development of the individual. Victoria Education Centre³ is a non-maintained special school (in the Borough of Poole) which provides specialised, high quality care and education to students aged 4 to 19 years. The school is on the same site as other Livability services which provide accommodation or learning opportunities for students who are aged over 19 years.

The legal responsibilities relating to running the education centres rest with Livability's board of trustees (the "board") which has delegated authority to local governing bodies in accordance with the "Instrument and Articles of Government". These take account of statutory requirements and guidance⁴; and are set within the governance framework and arrangements approved annually by the board. The board is responsible for ensuring that all activities relating to the establishments are within Livability's charitable objectives; it decides strategic direction and agrees an annual budget and five-year rolling business plan. As a result specific decisions related to the establishments are reserved for the board of trustees while others may be made using the relevant delegated authority.

Livability's local governing bodies (LGBs) are in effect committees of the board of trustees and as such undertake their role on behalf of the board.

The role of the local governing body needs to be considered within this context. The LGB's key areas of responsibility and prime focus are to challenge and support the establishment: to promote high standards of teaching, learning and welfare for each learner; to ensure that any weaknesses in the quality of education provision are identified and addressed; and to ensure that services provide value for money. This delegated authority relates explicitly to the education provision directly regulated and inspected by Ofsted but not to any other activities or services which may be delivered on the same site. As the body accountable for education standards in the school or college, local governing bodies report to the board of trustees as set out in the Instrument and Articles of Government.

The LGB does this through rigorous monitoring and scrutiny of management information, education key performance indicators and self-assessment reports, and by triangulating this information where appropriate through an agreed programme of governor visits. The LGB also has responsibility for ensuring that information about education performance, as required for the board, is provided through Livability's corporate quality management systems; in particular, information regarding:

1. The quality of teaching, learning and welfare;
2. The overall quality of the education provision;
3. How resources are used effectively to secure maximum impact on learner outcomes.

This handbook provides information to support Livability's local governors in undertaking their role. It forms part of a 'conversation' with our LGBs and will be supplemented by opportunities to discuss and clarify the detail through induction, information given through attendance at meetings, training events and Livability's annual governors' conference; and through the information and updates available via the Livability LGB intranet area.

¹ The terms education 'centre' and education 'establishment' are used interchangeably in this handbook.

² Judged as 'good' overall by Ofsted in July 2016.

³ Judged as 'outstanding' overall by Ofsted in June 2015.

⁴ As appropriate for each setting, e.g. the current non-maintained-special-schools-regulations.

Section 1: Corporate governance and management of the charity

1. As a charity, Livability is governed by a board of trustees whose responsibilities include overseeing the management and administration of the charity. The board is accountable to external agencies including the Charity Commission (CC), Care Quality Commission (CQC), the Department for Education (DFE), Ofsted and the Education Funding Agency (EFA), for the quality of the charity's services.
2. The board must have systems in place through which it can assure itself of performance. The board has established a system of sub-committees to oversee performance. In order to discharge these oversight responsibilities at the education centres, the board and other stakeholders appoint governors many of whom are locally based to serve on LGBs. The LGB's focus on supporting the college/school leadership to improve outcomes for all students as measured by our key regulators; and as self-assessed by the centres themselves through an annual cycle. The exercise of this scrutiny role is a significant part of our governance arrangements for education which provides an important contribution in developing the college/school; and plays a key part in ensuring their success. The specific detail is set out in the Instrument and Articles of Government and supporting information is provided within this handbook for governors.
3. This 'scheme of delegation' explains the ways in which the board fulfils its responsibilities for leadership and outlines the groups to whom responsibilities and duties are delegated, their limits of discretion and the mechanisms by which they can account to the board and provide assurance that the charity's education objectives are achieved.
4. Executive responsibilities are discharged through the employment of a chief executive and an executive director of operations who operate as part of the executive team (ET) for the charity. The headteacher of the school and the head of college (who are line managed by the executive director of operations or her/his nominee) also have key executive responsibilities.
5. The aim of the 'scheme of delegation', as set out within the Instrument and Articles of Government and within this handbook, is to identify roles and responsibilities in order to:
 - Fulfil the mission, vision and values of the charity as encapsulated in the objectives of the individual education centres;
 - Provide assurance that the school and college within Livability deliver a quality education experience for all students which is continuously improving to meet their individual needs and realise their full potential;
 - Provide the LGBs with a framework within which to continually assess and account to the board through the services committee on the performance of the college/school in meeting regulatory requirements and expectations of key stakeholders; and improving in the areas identified through self-assessment, internal audit, and/or external inspection.

Key roles and responsibilities

Board of trustees

6. The board has overall responsibility for directing the charity and ultimate decision making authority for its work. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring budgets, performance management and quality management processes. The board must ensure that the business of the charity is conducted in accordance with the Articles of Association of the charity.

7. The board is responsible for approving the following in connection with the education provision of the charity:
 - The corporate business plan, including the education centre elements of the operations business plan
 - The corporate budget
 - High value budget expenditure
 - Unbudgeted projects >£500k
 - Budget virements >£500k
 - Significant change projects
 - Pay structures
 - Corporate policies
 - Asset management policies and strategies
 - Fundraising strategies
 - Monitoring major risks which threaten to impair or prevent the achievement of objectives and the action the executive are taking to mitigate them
 - Appointing governors and LGB chairs and vice-chairs
 - The process for the appointment of the headteacher/head of college
 - Appointing the chief executive; involvement in appointment of executive director of operations.
8. The board exercises a key monitoring role in relation to the executive particularly with regard to delivery of corporate strategy and business plans and has the power to direct change where required.

Services committee

9. The services committee is a committee of Livability's board which monitors performance and leadership of the LGB and senior management in delivering the quality assurance that Ofsted and other regulatory and funding bodies require.
10. Services committee monitors the qualitative and financial performance information provided by the executive and receives reports including key performance indicators (KPIs) and those resulting from self-assessment and external regulatory inspection. It monitors action plans arising from them. It has authority delegated by the board to appoint/reappoint governors and recommend the appointment of chair and vice-chair.
11. LGBs account to the services committee through the chair and vice-chair by making regular reports in a prescribed format and through their minutes and records of actions.
12. The services committee is able to make recommendations to the board and may invite officers and governors to attend specific meetings; and ultimately hold them to account in pursuit of improving outcomes for students and in the interests of good governance.
13. The terms of reference for the services committee are set out later in this handbook.

Local governing bodies

14. The local governing body is a partner in leadership with the headteacher/head of college and senior leadership team, each having the different but complementary roles and responsibilities of governance and management. Each local governing body plays a full part in supporting the improvement and culture of the college/school, contributing to the achievement of Livability's vision and values and upholding its Christian ethos.
15. As indicated, Livability's local governing bodies have delegated authority from the board of trustees to carry out the functions set out in the Instrument and Articles of Government. The local governing body reports to the board through the services committee. In order to strengthen liaison with the board of trustees, the board appoints a link trustee to each local governing body as a foundation governor.

16. The role of the LGB is to challenge and support the education centre: to promote and achieve high standards of teaching, learning and welfare; whilst ensuring the strategic view developed by the college/school is aligned with Livability's business plan and the aims of the charity. It does this by supporting, monitoring and evaluating effectiveness; and by ensuring accountability of the headteacher/head of college and their senior leadership team: to the students, their parents/carers, funders, inspectors and the community it serves, for the standards achieved and the quality of education provided. For the avoidance of any doubt it is not the role of the LGB to devise a strategy.
17. The LGB must conduct its affairs in accordance with the Instrument and Articles of Government and is responsible to the board through the services committee. Livability's LGBs are bound by corporate policies deriving from Livability's charitable objects.
18. All governors⁵ (other than duly elected staff, parent and student governors) are appointed by the board. There is a requirement, having regard to the objects of the charity, that the majority of the governors serving on each LGB be appointed by the board as foundation governors. Foundation governors make a particular contribution alongside other governors in monitoring the extent to which the Christian ethos of the college/school and the growth of Christian distinctiveness through faith and values is evident; through, for example, pastoral support and opportunities for appropriate faith related activities.
19. The responsibilities and key areas of focus for local governing bodies are set out in the section on responsibilities.
20. Each LGB is serviced by a clerk who plays a critical role in supporting the local governing body in understanding and fulfilling its responsibilities.

Executive team (ET)

21. The board has appointed executive directors with authority to run the charity within the overarching strategy and policy framework set by the board. There is a well-developed organisation to ensure the support and management of the staff to achieve the charity's objectives particularly in relation to all of its beneficiaries.
22. The charity's executive team comprises the executive directors of operations, resources and public engagement; and through the chief executive is responsible for:
 - Developing and recommending strategy, setting parameters for business planning/budgetary processes; recommending business plans/budgets to the board;
 - Monitoring and managing the implementation of the corporate strategy and business plans including the services directorate and individual college/school;
 - Development and management of land and buildings.
23. The executive director of operations is responsible for:
 - Ensuring that the education and care provision operates in accordance with statutory legislation and within the charity's policies and guidelines;
 - Line management, supervision and appraisal of headteacher/head of college and other staff within the establishment directly or through a nominated senior manager;
 - Supporting the headteacher and head of college with self-assessment reviews, external inspection and action plans that arise from them, and in the creation and implementation of school improvement plans and college development plans;
 - Liaison with the chairs and vice-chairs of LGBs;
 - Monitoring the effectiveness of LGBs and their adherence to the Instrument and Articles of Government, and dealing with significant issues as they arise;
 - Promoting the Christian ethos of the college/school and supporting the growth of Christian distinctiveness through faith and values.

⁵ Local authority governors are 'nominated' by the LA but their appointment must be approved by the board of trustees.

24. Responsibilities and limits of discretion for each group (i.e. LGB, services committee, Livability's board, headteacher/head of college and executive director of operations) are summarised in this handbook. Some key areas of activity are discussed below as a guide for governors.

Business planning and finance

25. Business planning is the mechanism through which the board assures itself that the charity is fulfilling its purpose. The process for developing these plans is both 'top down' and 'bottom up'. Plans need to be designed in the light of the needs of Livability, Livability's mission and the priorities of beneficiaries, funders and regulators. School/College improvement plans, which are required by external authorities, need to be developed so that they are fully aligned with Livability's corporate plans.
26. Final approval of college/school improvement plans, as part of the operations business plan and the corporate business plan and strategy, rests with the board. It is expected that the creation of these plans will be an interactive and intuitive process led by the executive director of operations and headteacher/head of college in which LGBs should play an important part. Plans are developed from a process of self-assessment involving all members of the LGB and are then validated by the services committee.
27. The budgets, which inform these plans, are set within parameters established by the director of resources and the board. The budgets will be drafted at local level, managed through, and by, line management and finally approved following careful scrutiny by Livability's services committee and the finance and general purposes committee. LGBs then play a key role in monitoring the impact of these budgets.
28. Budgeting needs to embrace both revenue budgets and capital planning. This will include an agreed programme of asset maintenance developed by the corporate estates team working alongside local managers and consultants with specialist knowledge.
29. All of the education assets are owned by Livability and held as part of its general funds. The Charity Commission requires Livability's board of trustees to utilise assets to meet the objectives of the charity. The assets are not owned by any individual establishment.
30. Donations, which are made specifically for a particular college/school, shall be kept within the Livability accounts as a restricted fund. Within the limits of any binding restrictions such funds may be applied towards operating deficits. Where a restricted donation is applied towards a capital project once the donation has been spent on the purpose for which it was given the asset is deemed to be unrestricted.
31. Local fundraising makes a vital contribution to the well-being and development of a college/school and is often something through which local governors actively support the establishment. Fundraising plans must be linked to business plans so that overall strategic direction and priorities can be agreed across the charity. Effective communication between the parties involved and a clear understanding of respective roles and expectations are essential.
32. The executive director of operations has overall responsibility for all marketing of the establishments and will agree an annual plan with the college/school and with the chief executive. The LGB will be briefed and involved as appropriate by the head.
33. The headteacher/head of college must ensure that all public relations activity is under the Livability brand and follows corporate guidelines.
34. Local governing bodies are responsible for monitoring risks in relation to the education provision in the college/school.

Human resources

35. Livability is the employer of all college/school staff. A human resources manual with relevant policies and procedures is published on the Livability intranet. This gives details of processes, including recruitment, learning and development, supervision, disciplinary procedures and leaving the organisation. All are the responsibilities of line management.
36. The setting of terms and conditions and remuneration of staff is approved by the trustee remuneration committee and cannot be determined locally. LGBs should monitor the local implementation of arrangements linking appraisal to pay progression ensuring they are robust and applied consistently.

Quality

37. The quality of our provision is measured through internal self-assessment, internal audit, and external regulatory inspections such as those by Ofsted and CQC. The board has overall and legal responsibility for the maintenance of quality and must have systems in place to assure itself of the quality of services in relation to the relevant standards.
38. LGBs play an important role as 'people on the ground' who are able to go into the college/school and get a sense of the quality of the work. They provide a vital stimulus for continuous improvement and have a key role in scrutinising inspection reports, participating in self-assessment processes, and monitoring delivery by the executive of associated action plans. Their involvement with what goes on in the college/school provides a valuable insight in addition to the formal methods of management evaluation.
39. Ofsted are keen to see governors play an active part in the college/school and inspectors look for evidence, which demonstrates how much governors understand about the workings of the school or college. Governors also have critical monitoring roles to play in relation diversity, safeguarding, and health and safety.
40. It is important to underline the unique nature of Livability LGBs which are quite different from the traditional local authority model. It is important to ensure that Ofsted inspectors do not misunderstand the role of the LGB and assume that Livability follows a traditional model. In fact many of those responsibilities, as set out in the Instrument and Articles of Government, are those of the board of trustees or senior management team. For this reason inspection requires a specific approach overseen by the executive director of operations in partnership with the headteacher/head of college and LGB chair.

Safeguarding

41. A specific policy and procedure is in place for safeguarding both children and vulnerable adults. A corporate safeguarding board oversees and monitors all safeguarding activity, reporting, investigations, training and monitoring. This board comprises the executive director of operations and director of human resources and at least one trustee with suitable skills and experience and reports directly to the services committee and the board of trustees.
42. Reporting and monitoring information is shared with line management and quality and practice development teams and reviewed as part of internal quality monitoring systems. Relevant reporting and monitoring information is shared with the LGB governor who holds the safeguarding portfolio.

Regional management

43. The regional management concept has been developed as a way of working for the organisation which recognises the need for strong local relationships with commissioners of the full range of services which Livability can offer. It is also designed to ensure that the organisation is led and managed in a way that supports the growing need for flexible service delivery. Line management of Livability's education establishments is provided through the regional manager and the director of operations for the area. The regional manager attends LGB meetings where feasible.

Section 2: Livability's local governing bodies: Responsibilities

The LGB carries out its responsibilities in line with Livability's policies and procedures, as set out in the Instrument and Articles of Government, and as highlighted below:

Planning and performance

1. By ensuring that the vision, ethos and strategic direction set by Livability for the establishment is fully implemented;
2. By monitoring and reviewing education performance data (specifically education key performance indicators); and ensuring, together with the headteacher/head of college, that the information required for Livability quality systems is submitted in the required timescales for reporting to the executive and to the board of trustees;
3. By monitoring the development of the quality improvement plan (or its equivalent) and regular, robust monitoring of the education centre's progress against it;
4. By reviewing the annual budget and monitoring performance against it in accordance with those financial regulations, procedures and instructions provided by Livability's director of resources.

Compliance

5. By monitoring and evaluating compliance with Livability standards, and compliance with the statutory and regulatory framework, including those relating to inspections;
6. By monitoring the development and implementation of action plans in relation to the compliance regime; to both assure compliance with standards and promote continuous quality improvement;
7. By monitoring the implementation and operation of Livability's policies and procedures.

Welfare of students (aged 0-25)

8. By monitoring the admission and progress of all students to ensure that the provision of education and learners' individual plans are, in each case, appropriate for age, ability, aptitude, and their individual special educational needs;
9. By being alerted to any matters of a behaviour support nature or serious complaints escalated in accordance with the Livability complaints policy;
10. By ensuring that any complaints received by the local governing body are referred to the appropriate person in accordance with the Livability complaints policy;
11. By monitoring the welfare and development of staff and volunteers;
12. By monitoring the development of the education centre's prospectus, website and use of electronic media;
13. By monitoring and evaluating student, parent, and commissioner/purchaser satisfaction with the education centre's provision;
14. By ensuring that there is a clear and effective mechanism for students to bring any opinions or concerns to the attention of the LGB, and in addition their representation through the Livability service user network to other relevant Livability boards;
15. By monitoring adherence to Livability's safeguarding policy and compliance with required reporting procedures;
16. By monitoring the development and publication by the education centre of the local offer, setting out the education, health and care provision that parents can expect.

Relationship with the local community

17. By acting as an ambassador for the education centre in the community, on behalf of Livability;
18. By meeting with local stakeholders to promote the success of the establishment;
19. By meeting external regulators where this is required.

Authority of the local governing body

To meet its responsibilities the local governing body will have authority to:

20. Undertake rigorous monitoring and scrutiny of management information (in particular Livability's education key performance indicators) that the establishment is required to provide through Livability's quality management systems; including information required for external regulators;
21. Provide expertise and advice to those responsible for managing the service;
22. Contribute to the selection process for the headteacher/head of college, primarily through the chair of governors. The recruitment process will be managed by the executive director of operations. The selection process will also involve the chief executive officer;
23. Contribute to the appraisal of the headteacher/head of college, through the chair of governors. The appraisal of the head will be managed by the regional manager;
24. Contribute to the recruitment of local governors as prescribed in the Instrument and Articles of Government and as agreed by the board;
25. Communicate directly with officers of Livability and/or the board about any matters of concern. For the avoidance of doubt the primary line of communication shall be via the executive director of operations.

Reporting and accountability

26. The LGB is accountable to the board through the services committee. It will report verbally to the board through the link trustee and annually as required to the board; either directly or through the services sub-committee. In this report, it will specifically present a review of its own performance and effectiveness and evidence how it has fulfilled its responsibilities. The format of this report is prescribed by Livability.
27. As indicated, the local governing body is accountable to the board for monitoring and scrutiny of management information that the establishment is required to provide and deliver through Livability's quality management system.
28. There will be termly meetings with the chairs of LGBs, chaired by the education adviser. The executive director of operations and other senior executives may also attend.

Meetings of the local governing body

29. The local governing body shall meet at least three times each year (once per term) in accordance with Livability's corporate governance calendar as agreed by the board. In addition there will normally be an LGB planning meeting at the beginning of the academic year.
30. The local governing body will be given written notice for meetings by the clerk at least seven clear days in advance, together with a copy of the agenda and any reports and papers to be considered at the meeting. Reports should not be tabled at the meeting.
31. Agenda setting responsibility primarily sits with the chair of LGB and the local governing body within an agreed Livability framework (Appendix 14). Sub-committees should also refer to this framework when setting their agendas. This framework sets out external requirements together with a rolling work programme in line with the Livability corporate cycle. The principal focus of

the agenda will be in relation to LGB monitoring and scrutiny of the key education performance information. The headteacher/head of college, regional manager, company secretary and executive director of operations should have the opportunity to provide input into the agenda.

32. An emergency meeting of the local governing body may be called adhering to the Livability urgency arrangements (please refer to Appendix 3) approved by the board.
33. The chair will preside over meetings or in her/his absence the vice-chair. If neither the chair nor vice-chair is present then the members will elect one of their number who is eligible to preside.
34. Meetings of the 'full' local governing body shall be quorate if the number of members present is at least one half of the membership number (rounded up to a whole number) not including any vacant positions.
35. Such other persons that the local governing body or the board may reasonably determine shall be invited to attend meetings in a non-voting capacity.

Resolutions and voting by the local governing body

36. Only governors are allowed to vote when a vote is required at a meeting.
37. A resolution of the local governing body will be determined by a simple majority of votes of members present at the meeting and qualified to vote.
38. Where there is an equal division of votes, the chair of the meeting shall have a second or casting vote.
39. A resolution of the local governing body may be determined in writing or by email providing it is agreed by all members of the LGB. The resolution will be ratified at the subsequent meeting of the LGB and recorded in the minutes of that meeting.

Minutes of meetings and agreed actions

40. The clerk⁶ to the LGB will ensure that minutes of all meetings are prepared in Livability's agreed format and retained as official records of the business transacted by the LGB. Minutes should be as brief and focused as is compatible with conveying the necessary information; and should record an accurate summary of discussions and most importantly any agreed decision. At the end of the discussion of each agenda item the clerk will record who will be responsible for agreed actions and the timescales for carrying these out.
41. Draft minutes and actions of full LGB meetings will be 'sense' checked by the head of centre and senior Livability officer attending on behalf of the executive director of operations ideally within two days of receipt. The draft will then be forwarded to the chair who will review the content and return to the clerk within two days confirming they are an accurate copy. The minutes will then be circulated as a draft to all governors pending formal adoption at the next meeting of the LGB. Minutes of sub-committee meetings should follow a similar process, involving senior managers attending the meetings, as appropriate.
42. Attendance at each meeting will be formally recorded by the clerk and reported annually.
43. The clerk shall produce a separate action sheet (see Appendix 15) from each local governing body meeting in the required format; this will help to ensure that all actions are recorded, reported and carried out as agreed.
44. The local governing body will approve minutes as a true record of the meeting.
45. The clerk to the local governing body will ensure that minutes from meetings are signed by the chair, once approved.
46. The clerk will ensure that the executive director of operations and company secretary are sent copies of all minutes and action sheets and kept fully informed of governance activity.

⁶ Please refer to 'appointment of the clerk to the local governing body' on page 14.

47. For the avoidance of doubt all documentation produced may be made available electronically and for access remotely; and where such facilities are provided there shall be no obligation to circulate or supply such documentation in any other manner provided all governors are given the means to access such information.

Committees and working groups

48. The services sub-committee will be responsible for the annual approval of the structure of committees established by the LGB in accordance with Livability's governance arrangements and as may be needed to meet any external requirements.
49. The services sub-committee will also be responsible for the approval of the constitution and terms of reference of any subcommittee established on the recommendation of the executive director of operations or the company secretary.
50. Committees can be chaired by any eligible local governor. Governors who are paid to work at the education centre, for instance the head and staff governors, and students at the centre, cannot be elected as LGB chair or LGB vice-chair, or chair or vice-chair of any subcommittees.
51. Meetings of all committees shall be quorate if the number of members present is at least one half of the membership number (rounded up to a whole number) not including any vacant positions. The minimum number of governors that would form a quorum for a subcommittee is three providing the majority are not members of staff.
52. Where the LGB decides to establish a time limited governors' working group then the terms of reference should (as far as is practicable) be approved by the executive director of operations or the company secretary before the group becomes operational.
53. In all such circumstances any such group established should contribute to the work of the local governing body and add value to the aims of the education centre.
54. Where a new committee or working group is to be established then the draft terms of reference should be considered initially by the chair of governors in collaboration with the executive director of operations or the company secretary.

Conflicts of interest (please refer to Appendix 20)

55. Except with the approval in writing from the board of trustees, no member shall take or hold any interest in any property held or used for the purpose of the establishment.
56. Local governors and the clerk will be required to formally declare any interests on an annual basis which will then be notified by the clerk to the company secretary.
57. A member who has any financial interest in the supply of work or goods to or for the purposes of the establishment, or in any contract or proposed contract concerning the establishment, or in any other matter relating to the establishment, or who has any other interest of a description specified by the local governing body in any matter relating to the establishment shall:
 - disclose to the local governing body the nature and extent of his/her interest;
 - if he/she is present at a meeting of the local governing body or of any committee of the local governing body at which such supply, contract or other matter is to be considered, he/she shall not take part in the consideration or vote on any question with respect to it and shall not be counted in the quorum present at the meeting in relation to the resolution on which he/she is not entitled to vote.
58. A member who has any interest in matters being discussed must declare it to the LGB. The chair must ask the individual to leave while the matter is being discussed or not to take part in the consideration or decision-making in relation to that matter.

Local governor expenses

59. Local governing body members may be reimbursed by Livability for proper and reasonable travel, subsistence or other expenses incurred in accordance with Livability's expenses policy and subject to approval by the headteacher/head of college (see Appendix 21).

Code of conduct and commitment to the role of Livability local governor

Livability's local governing bodies (LGBs) are in effect committees of Livability's board of trustees; and as such undertake their role on its behalf, with its authority, but within a framework of full accountability to the board through the services committee.

60. The board has approved Livability's code of conduct for local governors and LGBs (Appendix 1) which is based on good governance principles and government guidance.
61. Explicit agreement to a code of conduct also means there is a common reference point should any difficulties arise in the future as recommended by the Department for Education (2016).
62. All governors are required to sign an annual declaration to confirm they continue to fit the eligibility criteria, and that they will act in accordance with the code of conduct, within the Livability framework of governance, and in the spirit of the role that they are undertaking on behalf of the board (Appendix 25).
63. The clerk will supply and collate the signed forms before the commencement of the new academic year in order that Livability can confirm the composition of the LGB as the year begins.
64. Any member of the local governing body determined by the board of trustees to be in breach of the code of conduct may be removed from the local governing body by the board.
65. Livability's executive director of operations, the chair of governors and the headteacher/head of college, supported by other members of the Livability executive, are responsible for ensuring that the local governing body understands, and is equipped to deliver, its demanding role. This will be underpinned by Livability ensuring that governors are recruited with the necessary skills to undertake their role and provided with appropriate induction, support and ongoing training.
66. Livability's values and leadership strategies underpin the ethos of each education centre and provide positive role models in preventing extremism⁷. These should be developed, understood and communicated by leaders at all levels including governors and senior leaders, and then made explicit to all staff, volunteers, learners, parents, guardians and carers, and the wider community served by the education centre.
67. The local governing body needs to ensure that it, and the education centre, promote tolerance of, and respect for, people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the education centre and more widely in the community, to prepare learners positively for life in modern Britain.
68. The local governing body, supported by senior leaders and managers, will wish to pay particular attention to its training needs; and in doing so to develop a clear understanding of its responsibilities and of the judgements that Ofsted will make in relation to the quality of the education provision.⁸

⁷ The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." The Counter-Terrorism and Security Act 2015 gave the strategy legal status in schools and colleges. This means educational establishments must have due regard to the need to prevent people from being drawn into terrorism.

⁸ In relation to the effectiveness of leadership and management, Ofsted will evaluate the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners
- improve staff practice, teaching, learning and assessment through rigorous performance management and appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community

Section 3: Membership of Livability's local governing bodies

Composition of the local governing body

1. The number of members of the local governing body and the number of members of each category shall be that determined by the board (in line with any statutory requirements). A summary of the composition is provided in the appendices.
2. The board recognises Department for Education guidance (2016) which recommends that governing bodies should be no bigger than necessary to secure the range of skills they need, and that smaller governing bodies are likely to be more cohesive and dynamic.
3. The board may consider re-constitution of the local governing body if performance is presenting concerns; e.g. following an Ofsted inspection or in the light of an external review. The board may also consider re-constitution as a positive and proactive move to ensure the local governing body is fit for purpose for the future.

Appointment of local governors

4. Members of the LGB will be appointed as set out in the Instrument and Articles of Government.
5. The LGB should undertake an audit to identify gaps in skills, knowledge and experience of existing governors annually. The details should be presented in the annual report to the board who may then wish to advise on any action that may be required to fill particular gaps (e.g. specific training to be provided for the LGB).
6. The board requires LGBs to have a broad range of skills, experience and life skills; however, governors should not intervene, or become involved directly, in those aspects which are the responsibility of managers. The role of the LGB is to focus specifically on providing appropriate challenge and support in relation to education performance, as set out within this handbook.
7. The board of trustees will approve the appointment of all local governors (other than those who are elected in accordance with statutory regulations).

Appointment of chair and vice-chair

8. The chair and the vice-chair of the local governing body will be selected by the board of trustees from eligible governors (this may involve external recruitment).
9. The board of trustees will confirm the continued appointment of the chair of local governors and the vice-chair annually for a period of up to three years (see Appendix 22).
10. The chair's performance will be reviewed in line with arrangements approved by the board.
11. The chair and vice-chair may then seek re-selection for a further term providing he/she remains a member of the LGB and serves as chair/vice-chair for no more than six years.
12. The local governing body will if possible provide details, in its annual report to the board, of governors willing and eligible to be selected for both roles for the next academic year.
13. The chair and vice-chair must be foundation governors.
14. Trustees are not normally eligible to serve as the chair or the vice-chair.
15. No staff member shall be eligible to be appointed chair or vice-chair.
16. The chair or vice-chair may resign her/his office by giving notice in writing to the clerk. This should be communicated immediately to the executive director of operations and the company secretary (Livability's corporate governance adviser). The board will then agree the instigation of the recruitment process.

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- successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment
 - actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
 - actively promote British values
 - make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

17. The board may by resolution remove the chair and/or vice-chair in exceptional circumstances.

Appointment of the clerk to the local governing body

18. Livability shall appoint a person to serve as clerk to the local governing body on the recommendation of Livability's company secretary.

19. The clerk will work in close liaison with the company secretary and governance support executive to ensure an effective communication flow and adherence to good governance arrangements.

Persons ineligible to be members of the local governing body

20. A person is disqualified from holding or continuing to hold office if that person:

- Is under the age of 18 years other than a post-16 student who serves as non-voting associate governor member;
- Is the subject of a bankruptcy restrictions order or an interim order, debt relief restrictions order, an interim debt relief restrictions order or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
- Is subject to a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986 or an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- Has been removed from the office of charity trustee or trustee for a charity by the Charity Commission or commissioners or High Court on grounds of any misconduct or mismanagement;
- Is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- Is barred from any regulated activity relating to children;
- Is subject to a direction of the Secretary of State under section 128 of the Education and Skills Act 2008;
- Is disqualified from working with children or from registering for child-minding or providing day care;
- Is disqualified from being an independent school proprietor, teacher or employee by the Secretary of State;
- Has been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor;
- Has received a prison sentence of two years or more in the 20 years before becoming a governor;
- Has at any time received a prison sentence of five years or more;
- Has been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor;
- Refuses a request by the clerk to make an application to the Disclosure and Barring Service (DBS) for a DBS certificate;
- Has been a senior paid member of staff of the establishment during the two years immediately preceding the date of proposed appointment.

21. If a member of the local governing body becomes disqualified to hold office, he/she shall forthwith give notice of the fact to the clerk to the local governing body.

22. Local governors will be asked to sign an annual declaration to confirm they fit these eligibility criteria and agree to act in accordance with the code of conduct. The clerk to the local governing body will ensure that any new local governor is asked whether any of the conditions in the Instrument and Articles of Government apply.

Term of office

23. A member of the LGB shall hold and vacate office in accordance with the terms of her/his appointment, but the length of her/his term of office shall not exceed four years.
24. Local governors retiring at the end of their term of office shall be eligible for reappointment for a further term of four years. After that, and only in exceptional circumstances, a further term of one year must be approved by the board.

Termination of membership of the local governing body

25. A member may resign her/his office at any time by giving notice in writing to the clerk to the local governing body.
26. If at any time the LGB is satisfied that any member has been absent for more than two consecutive meetings of the LGB without the permission of the local governing body; or is deemed by the board of trustees or local governing body unable or unfit to discharge the functions of a member, the chair then may, by notice in writing to that member, remove her/him from office.

Changes to the of membership of the local governing body

27. It is the responsibility of the clerk to notify the company secretary and governance support executive promptly of any changes in composition of the LGB as soon as they occur.

Appendix 1

Code of conduct for members of Livability's local governing bodies

The code of conduct for members of Livability's local governing bodies is based on good governance principles and guidance. The code sets out the expectations on, and the commitment required from, those who serve on Livability's local governing bodies. Its purpose is to support governors in undertaking their role successfully as members of the wider Livability community.

The code will be reviewed as required to reflect any changes in legislation and/or statutory guidance. It should be read in conjunction with the information provided on page 13 which underlines the need for the LGB to ensure that it, and the education centre, promote tolerance of, and respect for, people of all faiths (and those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the education centre and more widely in the community, to prepare learners positively for life in modern Britain.

The process of governance is not an end in itself, but if it is effective it contributes towards the success of the school or college, and if it is not effective it will eventually have an adverse impact on outcomes. All governors therefore have a responsibility, and a contribution to make, in ensuring that governance is effective in achieving its purpose.

1. Selflessness

- 1.1 Governors have a duty to act and take decisions solely in the best interests of Livability and its present and future beneficiaries.
- 1.2 Governors should not in any way create a financial gain or other material benefits for themselves or for their family or friends (or any organisation or business they may represent or have an interest in).
- 1.3 Governors have collective responsibility and collective authority in accordance with the Instrument and Articles of Government, any relevant local governing body documents and terms of reference (in accordance with Livability's corporate policies and processes); and must act together, abiding by collective decisions.
- 1.4 Governors have no legal authority to act individually and should only speak or act on behalf of the LGB where they have been specifically authorised to do so.
- 1.5 Governors should not allow her/his personal or other interests to override her/his duty to promote the interests of Livability.

2. Integrity

- 2.1 Governors should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their role.
- 2.2 Governors must not bring Livability into disrepute and should avoid actual impropriety and also avoid any appearance of improper behaviour; this includes causing a disturbance or embarrassment to their fellow governors.
- 2.3 Governors should avoid receiving any financial or non-financial benefit that might reasonably be thought to influence their judgment.
- 2.4 Governors should not exert any influence to garner any preferential treatment for themselves or their family.
- 2.5 Governors must recognise the duty of care that their position implies and should always act sensitively, sensibly and rationally in all their dealings on behalf of Livability and to its staff.

3. Objectivity

Governors should be objective in carrying out their role, e.g. decisions must be taken collectively, solely on their merits and solely in the interests of Livability and the young people it serves.

4. Accountability

- 4.1 Where professional assistance is required to be able to make the most appropriate decision affecting Livability, that assistance should be sought and considered carefully in liaison with the executive director of operations and company secretary.
- 4.2 Governors have a duty to comply with the law, all relevant regulation and delegated authority on all occasions in accordance with the trust placed in them and in such a way as to preserve public confidence in Livability.
- 4.3 Governors are jointly and severally liable for their decisions and actions to key stakeholders. These include disabled people, the public, commissioners, funders, service users, the Charity Commission and any other regulator. Therefore decisions should be taken together; democratically made decisions should always be publicly supported both within and outside Livability even if the member voted against them.

5. Openness

- 5.1 Governors are accountable to stakeholders for their actions, and as such, decision-making and governance issues should be open and transparent (except for items marked 'confidential' or items which by their nature or content are considered confidential).
- 5.2 Governors must not disclose information concerning Livability's work given to them by anyone in confidence or information acquired by them which they believe is of a confidential nature, unless they are required by law to do so, or the safety or protection of individuals is threatened or the probity of Livability is in danger of being compromised.
- 5.3 Governors should be prepared to give honest and balanced reasons for their decisions and to only restrict such information where the wider interest demands, or if the reasons behind the decisions are confidential or in events when such a disclosure is not in the best interests of Livability.
- 5.4 Information concerning particular individuals must be regarded as confidential at all times.

6. Honesty

- 6.1 Governors have a duty to declare any interests relating to their role.
- 6.2 Governors must take steps to resolve any conflicts that may arise.
- 6.3 Governors must make relevant declarations of interest in the different circumstances and roles they play, both within and outside Livability.
- 6.4 Governors, when called upon or intending to comment publicly both within and outside Livability about issues and matters of concern to Livability, should base their comments on the agreed position of Livability. If in any doubt governors should seek advice from the company secretary.

7. Leadership

Governors should respect the roles of trustees, the chief executive, and directors of Livability and its officers, and should never knowingly do anything to undermine their roles.

Appendix 2

The composition of Livability local governing bodies⁹

Category ¹⁰	Allocation	Number	Eligible to Vote
Local authority	One to be nominated by the local authority	1	Yes
Parent/Advocate¹¹	Up to two parents elected by parent body	2	Yes
Staff: teaching	One member elected from amongst their number	1	Yes
Staff: non-teaching	One member elected from amongst their number	1	Yes
Head	Headteacher/Head of College	1	Yes
Foundation¹²	The distinctive role of foundation governor is to ensure on behalf of the board of trustees that Livability's Christian ethos is tangibly reflected in the values, character and culture of the centre. To confirm their commitment to this distinctive element of their role, they are required to sign Livability's Statement of Faith and to demonstrate a practical Christian commitment in other ways. The Livability requirement that the total number of foundation governors (including link trustee) exceeds the number of other categories by 1 does not apply to quoracy of meetings; this requirement and is currently under review.	Up to 9 (including link trustees)	Yes
Link trustee(s)	A foundation governor and member of the board of trustees	At least 1	Yes
Community¹³	Appointed by the services committee and generally people who live or work in the local community; or who live in the local community and are committed to the good governance and success of the school or college. ¹⁴	Up to 2	Yes
Student	One elected by the student body	1	No
Executive	Executive director of operations or representative(s) ¹⁵	Up to 2	No

⁹ The table outlines the number of governors allowed in each category and is subject to changes in external regulations and to any specific exceptions, as appropriate, agreed by the services committee on behalf of the board of trustees.

¹⁰ Governors will be appointed for a four year term except in the case of a headteacher/head of college who may hold office as long as he/she is headteacher/head of college. The full local governing body meets at least 3 times a year and holds an additional planning meeting at the beginning of the autumn term.

¹¹ If the number of parents standing for election is less than the number of vacancies then the LGB will seek to appoint a parent (guardian, carer or personal assistant) of a registered student at the establishment; or where it is not able to do so, to appoint a person who is the parent or guardian of a child with special educational needs, subject to approval by the board of trustees.

¹² Foundation governors are appointed by the board. The chair, vice-chair and link trustee must be foundation governors.

¹³ Subject to the requirements relating to the maximum number of foundation governors up to two community governors may normally be appointed by or with the approval of the services committee.

¹⁴ Subject to the requirements relating to the maximum number of foundation governors the services committee may in addition appoint as many additional co-opted local governors as it considers necessary (deemed appropriate by virtue of their knowledge, expertise or experience) for such term as it decides not exceeding 4 years and with or without voting rights. The LGB may make specific recommendations to the services committee for its consideration in such circumstances.

¹⁵ The regional manager and/or the education leadership and governance adviser may attend LGB meetings.

Appendix 3

Local governing body urgency arrangements

1. A requirement for urgent decisions will arise from time to time due to the nature of the activity in which the organisation is engaged. The Instrument and Articles of Government detail the circumstances in which an LGB meeting can take place.
2. In circumstances that warrant urgency, the quorum for a valid meeting is hereby reduced to one third of the total membership number (not including any vacant positions).
3. The subject matter must be one which is reserved for the LGB and the requirement for a decision cannot be delayed until the next scheduled meeting. The headteacher/head of college has responsibility for validating and confirming this with the clerk and chair/vice-chair. If the chair is not involved at this stage, the vice-chair will brief the chair on the issues requiring a decision as soon as practicable.
4. Papers shall be prepared and circulated for consideration prior to the date/time set for the meeting with sufficient time allowed for consideration of papers for an informed decision to be taken. A decision may be taken using email, telephone or face to face meeting. However, wherever requested by any involved local governor an opportunity for discussion through simultaneous exchange of views will be provided. A simple majority shall be required for a decision with the chair (vice-chair where appropriate) having a casting vote.
5. Unless the matter has been approved by an exchange of emails copied to all involved local governors, the meeting will be minuted. Where approval is by email hard and soft copies shall be archived for statutory record keeping purposes. All decisions taken under urgency arrangements will be formally reported at the following LGB meeting through circulation of the minutes or short report where decided by email.
6. Governors not directly involved in the meeting will be briefed at the earliest opportunity following a decision.

Appendix 4

Local governor: role description

Special education is a core element of Livability's provision, together with a range of other services including residential and nursing care. Fundamental to the success of our education centres is having a skilled team of local governors. Becoming a Livability governor is a rewarding opportunity to support trustees and senior managers in driving the performance of our education centres. It is an ideal role for those with relevant experience and a strong desire to positively impact the lives of disabled and disadvantaged learners.

The local governing body (LGB) has specific delegated authority as set out in this handbook from the board of trustees which provides strategic leadership of the charity as a whole. The LGB has a key relationship with the executive director of operations whose remit includes responsibility for Livability's education services. The LGB is in effect a sub-committee of the board, accountable to the board through the executive director of operations and the services committee. The delegated authority relates explicitly to governance of education provision regulated and inspected by Ofsted¹⁶ but not to any other activities or services which may be delivered on the same site.

Overall purpose

The LGB is responsible for ensuring the college/school promotes high standards of teaching, learning and wellbeing for each learner; and ensuring any weaknesses in the quality of education provision are identified and addressed whilst effectively fulfilling the aims of Livability. The LGB is led by the chair who is appointed by the board of trustees. The LGB operates according to the provisions set out in the Instrument and Articles of Government; and in doing so:

1. Develops a strategic view in line with Livability's overarching education business plan;
2. Challenges, supports, monitors and evaluates the effectiveness of the college/school;
3. Ensures accountability of the head of college/headteacher and the senior leadership team.

Main duties and responsibilities

- To support the work of Livability and its mission and values.
- To act in accordance with the authority delegated by the board of trustees.
- To follow the guidance set out in relevant documents including the education governance handbook.
- To recognise the unique position the LGB has in relation to the governance of the college/school.
- To ensure, by monitoring, compliance with Livability standards and statutory requirements.
- To ensure that the college/school operates within the agreed Livability budget.
- To take part in evaluation of governance procedures as required including LGB self-evaluation/assessment processes and to ensure those actions identified are followed through.
- To promote the interests of the college/school and of its learners.
- To contribute to effective communication with parents including annual reporting as required.
- To commit to attending LGB meetings, conferences and away days; and to contribute professionally and constructively both individually and as part of a team.
- To pay regular visits to the college/school in accordance with the relevant policy for governor visits, and to provide formal feedback to LGB as required.
- To be prepared to undertake induction and relevant training to improve performance.
- To assist in appointment panels for senior staff.
- To hear appeals if necessary (as part of a panel) relating to the exclusion of students.
- To sign an annual declaration to confirm eligibility to serve as a local governor and to agree to act in accordance with the code of conduct for Livability governors.
- To give formal notice to the LGB clerk forthwith if he/she becomes disqualified to hold office.

¹⁶ The Ofsted Common Inspection Framework (2015) sets out how Ofsted inspects our education provision.

Relationships and contacts

All governors work collegiately in the local governing body with the chair and vice-chair and with other members of the LGB. In practice the delegation of authority requires the LGB to operate as set out in the Instrument and Articles of Government with guidance and direction from the executive director of operations.

Other key contacts are:

- The head of college/headteacher and senior leadership team of the college/school.
- The clerk to the local governing body.
- Parents, carers and students.

Confidentiality

Information relating to staff and students acquired in the course of duty must be treated in the strictest confidence and must be discussed only with senior staff, governors or the head of college/headteacher.

Person specification

Local governors should be able to demonstrate the following:

Knowledge, skills and attributes

- The ability to appreciate the unique nature of a Livability local governing body.
- An interest in special educational needs.
- An ability to represent the college/school.
- Good standard of education and/or training.
- Good interpersonal skills.
- Good communication skills - oral and written.
- The ability to analyse information.
- The ability to work in a team and take collective responsibility for decisions.
- The ability to maintain objectivity in evaluating performance against agreed outcomes.
- Knowledge of an area of benefit to the college/school; e.g. education, finance, property and buildings, fundraising, local community, general management, social care, business/commerce.

Experience that would be of particular value

- Voluntary experience, youth work, community work, church work.
- Direct experience of disability or supporting/caring for someone with a disability.
- Experience of committee work.

Personal qualities

- Personal commitment to preserve and develop the religious character of the establishment and to secure compliance with Livability's objects, ethos and values on behalf of the board.¹⁷
- A commitment to promoting equality and diversity.
- Willingness to commit the time necessary and to be flexible in the discharge of responsibilities.
- A commitment to quality education for learners with disabilities.
- An empathy with the needs of disabled learners and ability to keep them at the centre.
- Being responsive to requests for information from the clerk and other colleagues within the organisation.
- The capacity to develop knowledge and understanding of the college/school and its community.
- Appreciation of the need to work within a framework.
- The ability to maintain strict confidentiality.
- A personal commitment to continuous improvement.

¹⁷ To confirm their commitment to this distinctive element of their role, all foundation governors are required to sign Livability's "Statement of Faith" and to demonstrate a practical Christian commitment in other ways.

Appendix 5

Livability chair of local governing body: role description

The local governing body (LGB) has delegated authority from the board of trustees which provides strategic leadership of the charity as a whole. The LGB has a key relationship with the executive director of operations whose remit includes responsibility for Livability's education services. The LGB is in effect a sub-committee of the board, accountable to the board through the executive director of operations and the services committee. The delegated authority relates explicitly to governance of education provision regulated and inspected by Ofsted.

Overall purpose of the role

The LGB is responsible for ensuring the college/school promotes high standards of teaching, learning and wellbeing for each learner; and ensuring any weaknesses in the quality of education provision are identified and addressed.

The chair is appointed by the board of trustees to lead the LGB and to ensure that the LGB operates according to the provisions set out in the Instrument and Articles of Government; and in doing so:

1. Develops a strategic view which is in line with Livability's overarching education business plan;
2. Challenges, supports, monitors and evaluates the effectiveness of the college/school;
3. Ensures accountability of head of college/headteacher and senior leadership team.

Main duties and responsibilities

The chair is responsible for:

- Ensuring clarity of vision and direction; aligned with Livability's vision, values and objectives.
- Ensuring that local governing body affairs reflect and uphold Livability's Christian ethos.
- Ensuring the local governing body understands the nature of its accountability.
- Working in collaboration with, and with guidance from, the executive director of operations.
- Establishing effective relationship with head of college/headteacher based on trust and respect.
- Holding head of college/headteacher to account for improving the performance of the college/school.
- Contributing to the performance management of the head of college/headteacher.
- Leading on the annual self-evaluation of local governing body performance.
- Producing and implementing an annual local governing body action plan.
- Ensuring that the LGB works as a team and makes good use of its skills and abilities.
- Overseeing an audit of skills, knowledge and experience of existing governors.
- Reporting on the work of the LGB as required.
- Working with head of college/headteacher and clerk to ensure that meetings are run effectively.
- Ensuring that all governors are given opportunity to express views; and that decisions are minuted accurately and actions are recorded by the clerk as required.
- Planning the LGB's annual calendar with support from the clerk.
- Being seen in college/school regularly, attending functions or making sure the LGB is represented.
- Being accessible to governors, staff and parents/carers.
- Ensuring governors are kept informed and provided with appropriate development and training.
- Coordinating the LGB's role in Ofsted inspections in line with Livability's agreed protocols.
- Ensuring that the vice-chair is in a position to act when not available.
- Supporting new governors through their induction.

Relationships and contacts

The delegation of authority requires the chair to operate as set out in the Instrument and Articles of Government with guidance and direction from the executive director of operations. Key contacts are:

- The head of college/headteacher and senior leadership team of the college/school.
- Senior officers of Livability, e.g. regional manager, education leadership and governance adviser.
- The clerk to the local governing body.
- Parents, carers and students.

Confidentiality

Information relating to staff and learners must be treated in the strictest confidence and must be discussed only with senior staff, governors or the head of college/headteacher.

Livability policies and procedures

The chair will need to become familiar with, and work within, Livability's policies and procedures; in particular, the Instrument and Articles of Government, the education governance handbook, and the code of conduct, and should ensure that these are communicated to the LGB as appropriate.

Person Specification

The chair of governors should be able to demonstrate the following:

Knowledge, skills and attributes

- The ability to appreciate the unique nature of a Livability local governing body.
- An understanding of special educational needs.
- An ability to represent the college/school.
- Knowledge of quality improvement and best value systems and concepts.
- Excellent team leadership skills.
- Excellent organisational skills.
- Excellent interpersonal skills.
- Good communication skills - oral and written.
- The ability to analyse data and interpret financial information including budgets.
- Confidence in leading a group and to take decisions on a timely basis.
- The ability to maintain objectivity in evaluating performance against agreed outcomes.

Experience

- Senior leadership experience.
- Experience of working successfully within an agreed budget in a large organisation.
- The ability to work within a legal and regulatory framework.
- Experience of committee work and procedures.

Personal qualities

- Personal commitment to preserve and develop the religious character of the establishment and to secure compliance with Livability's objects, ethos and values on behalf of the board.¹⁸
- Willingness to commit time necessary and to be flexible in the discharge of responsibilities.
- Commitment to quality education for students with disabilities.
- Empathy with the needs of disabled learners and ability to keep them at the centre.
- Appreciation of the need to work within a framework.
- Personal integrity and appreciation of ethical issues relating to conduct of those in public life.
- The ability to maintain strict confidentiality.
- Personal commitment to continuous improvement.

¹⁸ To confirm their commitment to this distinctive element of their role, all foundation governors are required to sign Livability's "Statement of Faith" and to demonstrate a practical Christian commitment in other ways.

Appendix 6

The role of the link trustee in outline

In order to strengthen liaison and communication between the local governing body and the board of trustees, the board appoints at least one link trustee¹⁹ to each LGB to serve as a foundation governor. Link trustees undertake their important link role by ensuring that the views of the board of trustees are represented effectively within the LGB, and vice versa, and that proceedings of the LGB do not conflict with the aims and aspirations of the charity.

The LGB reports to the board annually to the board in an appropriate and agreed format. This will be either directly or through the services sub-committee of the board. However, the link trustee also provides an important conduit for sharing information, informally and formally, between the LGB the executive director of operations, the services sub-committee and the board.

Link trustees²⁰ therefore are in a key position to support effective two-way communication and understanding between the relevant parties within the education governance structure.

The role of a link trustee in detail

Link trustee governors undertake this important connecting role by:

1. Representing the views of the services committee and the board of trustees to the local governing body where helpful to ensure that proceedings do not conflict with the policies of the charity;
2. Representing as appropriate the needs and views of the local governing body to the services committee and the board of trustees as appropriate;
3. Ensuring, where this may be helpful, that the views of the Livability board are known by the LGB and that the LGB's views are known by the Livability board. This will be undertaken by reference to the formal action points recorded at the relevant meetings;
4. Providing an informal link for communication between the services committee, the board of trustees and the local governing body;
5. Communicating with the executive director of operations directly to ensure that key messages, both formal and informal, are successfully communicated with, and from, the LGB;
6. Attending by invitation (through the executive director of operations) one or more of the termly meetings with the chairs of governors' where such attendance would help discussions about a specific item on the agenda;
7. Providing input in relation to the annual review of the Instrument and Articles of Government, the education governance handbook and the induction and training programme for local governors;
8. Providing input as required (e.g. to external inspectors) with support and guidance from the executive director of operations, in the presentation of specific arrangements for education governance in relation to the role of the board of trustees, the services committee and the LGB;
9. Attending any LGB committee, working group or project meeting, where such attendance would assist in the management of specific issues arising on the agenda;
10. Supporting the executive director of operations as appropriate in the selection process for the appointment of a new headteacher/head of college when this occurs;
11. Promoting the ethos, values and aspirations of Livability within the LGB, and more widely at the various college/school events and local meetings as and when these may arise.

¹⁹ The board of trustees may appoint more than one link trustee to serve in this role on each LGB.

²⁰ The chair of the LGB may not serve as a link trustee.

Appendix 7

Parent²¹ governor : additional information

Parent governors have equal rights and status with all other local governors as set out in the generic role description for local governors. Additional information is provided below.

- Parent governors have a special contribution to make. They have a direct personal interest in the college/school and see it from a different perspective from other governors.
- Parent governors are representatives of the parental view – they are not delegates. Other parents cannot instruct them on what to say at governors meetings. It would be impossible for a parent governor to represent all parents' views.
- Parent governors have to make carefully considered judgements and vote according to their own convictions, while remembering that they have to put the good of the college/school before any personal interests and loyalties. Parent governors must put personal interests aside and participate in LGB meetings in the interests of the college/school and, specifically, the interests of the students at the college/school.
- Confidential information or details of voting should never be disclosed. Most governing body business is conducted openly and can be shared once the minutes are approved and become public documents. However, there may be occasions when an item on the agenda is deemed by the governing body to be confidential. This is usually because it involves an individual student or member of staff. In such cases, no information relating to the matter should be discussed outside the meeting; only with other governors or the headteacher/head of college.
- It is not the role of the parent governor to hold surgery with other parents on issues to be discussed at governing body meetings. If the governing body agrees that it would like to obtain the views of a wider cross section of any stakeholder group, it is for the governing body and headteacher/head of college to decide how this should be achieved.
- If the number of parents standing for election is less than the number of vacancies then the LGB will then seek to appoint a parent (or a guardian, carer or personal assistant) of a registered student at the centre; or where it is not able to do so, to appoint a person who is the parent or guardian of a child with special educational needs. The appointment should be approved by the board.

Conflicts of Interest

- Parent governors should never use the governing body meeting to raise concerns about their own child. Parent governors should deal with personal issues in the same way as any other parent and not through their role as a governor.
- Where another parent asks that a parent governor becomes involved in their own child's issues with the college/school or their complaint, then the parent should always be referred to the college's/school's complaints procedure.

²¹ Where enough parents, guardians or carers of students on roll are not forthcoming the LGB may appoint on behalf of the board a person who, in effect because of personal experience and/or background, would be an appropriate 'advocate' for parents. The company secretary will be consulted to validate the appointment.

Appendix 8

Staff governor: additional information

Staff governors have equal rights and status with all other governors as set out in the generic role description for local governors. They are not restricted in their role as governors to matters of staff interest. Additional information is provided below.

- The role can be both challenging and rewarding and presents an excellent opportunity for the individual member of staff to contribute to decisions made by the governing body as well as building strong links between the governing body and the staff of the college/school.
- As an employee, the staff governor has a unique insight into the activities of the college/school. The staff governor brings to the governing body an understanding of the centre's ethos and culture as well as a close, professional knowledge of its strengths and weaknesses. Staff are key stakeholders in the college/school and they must have a voice on the LGB so that they can contribute, in partnership with other governors to the strategic development of the college/school.
- Staff governors are elected by staff and, as such, are representatives of the staff but do not have a mandate to put forward a particular point of view. He/she is expected to present the views of the staff reasonably and faithfully. They can seek colleagues' views and make them known to the LGB, but are free to act in accordance with their own conscience and in the interests of students as they see them. The staff governor's first responsibility is to the college/school and the LGB.
- The staff governor brings specialist knowledge and skills and may be able to appreciate more fully the implications of decisions of the governing body at an operational level.
- A staff governor develops mutual understanding by reporting back to staff and explaining the decisions taken by the LGB and also improving staff's understanding of the role of the LGB. However, it is not acceptable to name and quote governor colleagues outside meetings. Clarification on what can be constructively and respectfully shared can be obtained from the LGB during the meeting; until official minutes have been approved, they are not public documents.

The chair and the governing body should create a climate where staff governors can speak freely even on occasions when they disagree with the head of college/headteacher or member of the senior management team. However, internal disputes that ought to be settled through the management line should not be brought to the governing body until internal procedures have been exhausted.

Relationship with the head of college/headteacher

There may be rare occasions where there is a conflict of interest between the role of the member of staff as an employee and as a governor. This is particularly sensitive where there is a difference of view between the staff governor and head of college/headteacher. Where an issue arises which may be an area of conflict, it is important that this is discussed with the head of college/headteacher before the meeting so that he/she is aware that there may be an alternative point of view being put forward.

Confidentiality

Confidential information or details of voting should never be disclosed. Most LGB business is conducted openly and can be shared with colleagues. However, there may be occasions when an item on the agenda is deemed by the LGB to be confidential. This is usually because it involves an individual student or member of staff. In such cases, no information relating to the matter should be discussed or disclosed outside the meeting.

Conflicts of Interest

Staff governors can participate in decisions relating to personnel issues, such as staffing structures and appointments, with the agreement of their fellow governors. When the appraisal, salary, suspension or dismissal of anyone working at the college, other than the head of college/headteacher, is to be discussed, all staff members present, other than the head of college/headteacher must withdraw. A staff governor will not be deemed to have an interest as long as it is not greater than the general interest of any or all of the staff employed at the college/school. However, they may have to withdraw from a discussion if they stand to gain personally from the outcome of a decision, e.g. a promotion or if they had been personally involved in a particular issue being considered or discussed.

Appendix 9

Nomination and appointment of local authority governors

Background

Livability's local governing bodies are in effect committees of Livability's board of trustees and as such undertake their role on behalf of the board. As the body accountable for standards in the school or college, local governing bodies report to the board of trustees as prescribed in the Instrument and Articles of Government and as set out in detail within this handbook. The role of the local governing body needs to be considered within this context.

Local governing body roles and responsibilities

The LGB's key areas of responsibility and prime focus are to challenge and support the establishment, and in particular:

To promote high standards of teaching, learning and wellbeing for each learner; and to ensure that any weaknesses in the quality of education provision are identified and addressed

This delegated authority relates explicitly to the education provision directly regulated and inspected by Ofsted but not to any other activities or services which may be delivered on the same site.

The LGB does this through rigorous monitoring and scrutiny of management information, education key performance indicators and self-assessment reports, and by triangulating this information where appropriate through an agreed programme of governor visits. The LGB also has responsibility for ensuring that information about education performance, as required for the board, is provided through Livability's corporate quality management systems; in particular, information regarding:

- The quality of teaching, learning and welfare;
- The overall quality of the education provision;
- How resources are used effectively to secure maximum impact on learner outcomes.

In essence all governors have the same roles and responsibilities once part of the local governing body; and all members of the local governing body have equal status in the responsibilities they share.

Guiding principles in relation to the appointment of local authority governors

The board of trustees sets out clearly its expectations in relation to governors in the Livability education governance handbook. Key information is provided separately as appropriate, including this information sheet (appendix). Local authorities are expected to make every effort to understand these requirements in order to identify and nominate suitable candidates. Local authorities will be invited to 'nominate' an appropriate candidate for consideration by Livability's board of trustees.

It is for the board of trustees to decide whether the local authority nominee meets any stated eligibility criteria and, if it feels unable to confirm the candidate, to explain their decision to the local authority.

Once appointed, local authority governors must govern in the interests of the education centre and not represent or advocate for the political or other interests of the local authority or other groups.

Local authority governors adding value as part of the team

All governors bring different perspectives, and in the specific case of foundation governors have an additional distinctive role, i.e. to preserve and develop the Christian character of the establishment and to secure compliance with Livability's objects, ethos and values on behalf of the board of trustees.

The local authority governor specifically will bring an 'informed local perspective' but in essence Livability is clear about the nature of the role; namely that all local governors have the same roles and responsibilities once part of the local governing body (exceptions being foundation governors).

Local authority governors work as part of the local governing body team to promote high standards of educational achievement for every student. All governors are expected always operate in the best interests of students. Although they are not expected to represent any political view, an awareness and understanding of the local authority's priorities and policies will enable them to be appropriately

informed when debating priorities at college or school level, and to reflect on the impact of decisions on the local community.

The perspective a local authority governor brings is about how the school or college fits into the wider provision of education and learning, and they can play a key role in 'linking' the local governing body to information about educational developments and local authority priorities.

Livability's expectations in relation to local authority governors

Livability expects local authority governors to undertake the following:

1. To take time to research Livability and its mission.
2. To read and act in accordance with Livability's education governance handbook.²²
3. To be clear about the LGB's remit and the role of a local authority governor within this.
4. To get to know the school/college and visit it in action as agreed locally.
5. To attend meetings regularly, preparing for meetings beforehand so they are well informed.
6. To play an active part in driving school or college effectiveness.
7. To recognise the corporate status of the LGB and the concept of collective responsibility.

²² All local governors are required to sign Livability's form of declaration to confirm they fit the eligibility criteria and agree to act in accordance with the code of conduct.

Appendix 10

Responsibilities of nominated or 'named' local governors²³

There is no legal requirement for the LGB to nominate a governor to have responsibility for, or oversight of, any particular area. This is a matter that should be determined locally by the LGB according to the context and priorities. For example, the LGB may decide to task individual governors to take an interest in a specific area, such as SEN, safeguarding or health and safety, but there is no legal requirement to do so.

Where the LGB decides to appoint a nominated governor the role should be fully aligned with, and feed into, Livability's wider management arrangements in relation to the specific area. In addition, Ofsted will expect there to be clear evidence that governors understand their roles and responsibilities. In order to facilitate this understanding an outline generic role description is provided below. Where appropriate a more detailed description should be prepared and approved by the LGB to ensure that there is complete clarity regarding the arrangements. Advice regarding the alignment of such responsibilities with Livability's policies and organisational approach should be sought through the executive director of operations.

General responsibilities that apply to all nominated positions

The nominated governor should be aware of the underlying principles and context that apply in terms of their position; and act in accordance with the Instrument and Articles of Government, and any specific requirements set out in the role description.

In particular, the nominated governor should act in a way that adds value to the given area, by:

1. Having a strong focus on outcomes for students;
2. Understanding the strengths and weaknesses that impact on the area of responsibility;
3. Being an effective link between the LGB and other relevant areas;
4. Raising issues where they arise with the headteacher/head of college, or chair of the LGB, as appropriate;
5. Championing the area of responsibility within the LGB;
6. Monitoring where appropriate and as prescribed by Livability's relevant policy framework;
7. Supporting and challenging the college/school 'lead' for the area of responsibility;
8. Keeping up to date with relevant information and attend relevant training events;
9. Being involved in reviewing local procedures relevant to the area of responsibility;
10. Helping to ensure that staff and governors receive appropriate training.

Specific responsibilities

1. Meet with the staff lead regularly (termly or half-termly);
2. Provide the local governing body with a verbal update of activity between meetings and any relevant information as appropriate;
3. Monitor and evaluate the specific area and mechanisms for recording and reporting;
4. Ensure that all aspects are fully aligned and connected with Livability organisation-wide arrangements.

²³ The nominated governor should not be a staff member.

Appendix 11

Clerk to the local governing body: additional information

The clerk plays a critical role in supporting the local governing body in understanding and fulfilling its responsibilities. The clerk works in close liaison with the company secretary and governance support executive officer, the chair of governors, the head of college/headteacher and other members of the school's/college's senior leadership team, to ensure an effective communication flow and adherence to good governance arrangements.

Accountabilities

The clerk reports to the company secretary through the governance support executive officer.

Administrative responsibilities

The clerk supports the local governing body by delivering an efficient administrative service in accordance with Livability's procedures, protocols and standards.

The clerk is responsible for advising the local governing body in accordance with the provisions of the Instrument and Articles of Governance, on the following:

- Compliance and operation within their authority
- Procedural matters
- Effective and efficient conduct of local governing body business
- Matters of governance and good practice.

Appendix 12

Outline terms of reference for the Livability services sub-committee

Frequency	4 per annum
Quorum	The Chair plus one other member.
Membership	At least two trustees.
Chair	Trustee Chair appointed by the Board.
Ex-officio Members	None
Tenure	A renewable term of 3 years from first appointment.

SUMMARY OF KEY RESPONSIBILITIES	
1.	To monitor operational performance across Residential & Community Services, Public Engagement and in Educational Services.
2.	To provide the quality assurance that CQC, Ofsted and other regulatory and funding bodies require.

MAIN DUTIES	
1.	To oversee the quality systems for operational services in Residential & Community Services and in Educational Services including: <ul style="list-style-type: none"> • The Self-Assessment process for all services registered with the Care Quality Commission (CQC) • The Self-Assessment Reviews (SARs) and Quality Improvement Plans(QIPs) • The School Evaluation Framework (SEF) and School Improvement Programme (SIP)
2.	To recommend to the Trustee Board the Operational Services' Annual Business Plan and budget and monitor implementation and mitigation of risks to its achievement
3.	To recommend to the Trustee Board the annual Public Engagement business plan and budget and monitor implementation and mitigation of risks to its achievement
4.	To receive Business Plan KPI information including exception reports relating to key areas of activity including Safeguarding issues, Equality & diversity issues, Health & Safety issues.
5.	To monitor the social impact of Public Engagement's externally facing support of churches.
6.	To approve & oversee the Public Engagement strategy.
7.	To consider and approve policies relevant to the Services Committee's remit and in the case of policies delegated to the Executive, to seek evidence that these are being reviewed and updated as required for compliance and control purposes.
8.	To visit Residential & Educational services and report to the Committee, and to attend Community Engagement events.
9.	To oversee all education governance arrangements and to ratify all non-elected appointments to the LGB with the exception of the Chair and Vice Chair appointments which shall be recommended to the Trustee Board for approval.
10.	To monitor the effectiveness of the LGBs in improving outcomes for all learners and hold them to account for the monitoring of actions identified to improve education performance. To recommend removal of individual Governors and/or the dissolution or suspension of LGBs as required in the event of serious regulatory or other failure.
11.	To receive summary Minutes covering key issues from: <ul style="list-style-type: none"> • The Safeguarding Board • The Local Governors Boards

Appendix 13 Local governing body annual tasks

Autumn term overview

Core function 1	Core function 2	Core function 3	LGB performance
Strategic view in line with Livability's overarching education business plan	Educational performance and achievement	Financial performance	Efficiency and effectiveness
<p>a) Agree priorities for academic year in line with Livability's strategic plan and with guidance from head of education centre and regional manager as appropriate.</p> <p>b) Receive feedback from chair of governors, executive director of operations, link trustee, and regional manager (as appropriate) about any relevant developments.</p>	<p>a) Receive head of college's / headteacher's report and performance and progress updates.</p> <p>b) Monitor, scrutinise and review key performance indicators provided by head (and where available through the Livability dashboard); and where appropriate via external dashboards.</p> <p>c) Confirm appraisal/performance review and salary review has been completed for all staff.</p> <p>d) Receive/monitor curriculum reports.</p> <p>e) Agree college/school education performance targets.</p> <p>f) Confirm that targets have been set for performance across the education centre.</p>	<p>a) Monitor in accordance with Livability's scheme for agreed local budgets.</p> <p>b) Monitor and review any relevant external funding arrangements.</p> <p>c) Publish the admissions arrangements for autumn of the next year.</p>	<p>a) LGB review and planning meeting.</p> <p>b) Confirm appointment of chair and vice-chair (to be approved by trustees).</p> <p>c) Committee structure/membership: terms of reference approval via Services committee.</p> <p>d) Set objectives for LGB in line with Livability's overarching plan/local plan.</p> <p>e) Schedule in place to review relevant education policies.</p> <p>f) Review roles and responsibilities of individual nominated governors.</p> <p>g) Plan local governor visits schedule in accordance with policy.</p> <p>h) Calendar in line with Livability protocols.</p> <p>i) Plan induction of new governors.</p> <p>j) Review governors' training needs.</p>

Spring term overview

Core function 1	Core function 2	Core function 3	LGB performance
Strategic view in line with Livability's overarching education business plan	Educational performance and achievement	Financial performance	Efficiency and effectiveness
<ul style="list-style-type: none"> a) Review the progress of college /school quality/improvement plan. b) Receive feedback from chair of governors, executive director of operations, link trustee, and regional manager (as appropriate) about any relevant developments. 	<ul style="list-style-type: none"> a) Receive the head of college's/headteacher's report and performance and progress updates. b) Monitor, scrutinise and review key performance indicators provided by head (and where available via Livability dashboard); and where appropriate through external dashboards. c) Receive/monitor curriculum reports. 	<ul style="list-style-type: none"> a) Monitor in accordance with Livability scheme for agreed local budgets. b) Monitor and review any relevant external funding arrangements. c) Receive outline details re budget for new financial year. 	<ul style="list-style-type: none"> a) Monitor LGB performance making use of Instrument and Articles of Government. b) Review progress in relation to induction. c) Review implementation of training plan to meet governors' training needs. d) Receive reports from local governor visits.

Summer term

Core function 1	Core function 2	Core function 3	LGB performance
Strategic view in line with Livability's overarching education business plan	Educational performance and achievement	Financial performance	Efficiency and effectiveness
<ul style="list-style-type: none"> a) Review progress: college/school quality/improvement plan. b) Receive feedback from chair of governors, executive director of operations, link trustee, and regional manager (as appropriate) about any relevant developments. 	<ul style="list-style-type: none"> a) Receive the head of college's/headteacher's report and performance and progress updates. b) Monitor, scrutinise and review key performance indicators provided by head (and where available via Livability dashboard); and where appropriate via external dashboards. c) Receive annual complaints report in accordance with Livability policy. d) Receive/monitor curriculum reports. 	<ul style="list-style-type: none"> a) Receive budget plan for new financial year. b) Receive information from Livability senior management regarding draft budget for the new academic year. c) Monitor in accordance with Livability's scheme for local budgets. d) Monitor and review any relevant external funding arrangements. 	<ul style="list-style-type: none"> a) Annual review of effectiveness²⁴ to be provided for trustees which covers: <ul style="list-style-type: none"> i. Governance arrangements; ii. Attendance of individual governors; iii. Effectiveness and impact of LGB; iv. Succession planning issues including v. Nominations to be considered for chair/vice-chair for next academic year. b) Review education governance handbook/recommend any amendments for consideration. c) Receive any reports from local governing body committees/governor' visits. d) Review LGB training and development priorities. e) Agree and set calendar of meetings in line with Livability protocols.

²⁴ Format as provided for academic year 2016-17.

Appendix 14 Local governing body meeting - agenda template

Notice of a meeting [Nash College/Victoria Education Centre] local governing body [day, date] at [time] taking place in the [location]

Livability's local governing bodies – key responsibilities

The local governing body's key areas of responsibility and prime focus are to challenge and support the establishment:

- 1) To promote high standards of teaching, learning and welfare for each learner;
- 2) To ensure that any weaknesses in the quality of education provision are identified and addressed;
- 3) To ensure that resources are used effectively to secure maximum impact on learner outcomes.

A G E N D A

Refreshments will be available at the meeting

	Lead	Time
FORMALITIES		
1. Welcome, opening reflections and prayer	chair	
2. Apologies for absence		
3. Quorum, declaration of Interests		
4. Minutes, action points/progress sheet, matters arising		
STANDARD ITEMS		
5. Chair's report		
6. [Headteacher's/Head of college's] report [paper]		
7. Feedback from executive director of operations / link trustee		
8. Reports from LGB committees		
9. Livability dashboard – key education performance indicators		
ITEMS IN ACCORDANCE WITH THE LGB ROLLING WORK PLAN/ANNUAL TASKS		
10. [Outline plan attached, key aspects for this meeting listed here]		
SHORT ITEMS FOR DECISION AND MATTERS FOR REPORT/NOTING		
11. Any other business notified to the chair in advance of the meeting	ALL	
12. Closing prayer	chair	
13. Date of next meeting:		

Appendix 15
Local governing body: minutes of meeting template

Unadopted minutes of the meeting
[Nash College/Victoria Education Centre] local governing body
[day, date] at [time] taking place in the [location]

Present:
Attendees:

Key minutes from the meeting – please refer also to actions sheet **Action**

FORMALITIES

1. Welcome, opening reflections and prayer
2. Apologies for absence
3. Quorum, declaration of interests
4. Minutes, action points/progress sheet, matters arising

STANDARD ITEMS

5. Chair's report
6. [Headteacher's/Head of college's] report [paper]
7. Feedback from executive director of operations/link trustee (as
8. Reports from LGB committees
9. Livability dashboard – key education performance indicators
10. [Outline plan attached, key aspects for this meeting listed here]
11. Any other business notified to the chair in advance of the meeting all
12. Closing prayer chair
13. Date of next meeting:

Appendix 17

Local governor recruitment checklist

A summary of the information that needs to be provided and obtained during the recruitment process for local governors is outlined below. Where appropriate, a prospective governor should be encouraged to make at least one visit during term time to the college or school. The visit should be managed by the clerk in liaison with the headteacher/head of college. The visit will enable prospective governors to see the education facilities first hand and to meet informally with senior staff and students in an appropriately managed environment. Although this is an informal visit the member of staff responsible for escorting the prospective governor should provide feedback through the clerk on any salient points regarding their suitability as a governor. Following the visit contact should be made with the prospective governor to obtain their feedback and interest in pursuing an application. The following should be provided for prospective governors.

A formal recruitment pack has been developed which includes the following

1. Application form including skills and experience form
2. Introduction to Livability and our values
3. Governors' role description and person specification
4. Livability's faith basis
5. Livability's mission, values, ethos, aims and objectives
6. College/School mission, values, aims and objectives
7. Equalities monitoring form
8. Declaration of interest form
9. Material to obtain a wider perspective on the work of the charity and the establishment.

The following information (as appropriate) should be returned by prospective governors

1. Completed application form, to include names of three referees
2. The skills and experience form
3. Signed letter assenting to Statement of Faith (foundation governors only)
4. Completed equalities and diversities form
5. Completed declaration of interest/pecuniary interest form
6. Enhanced Disclosure and Barring Service (DBS) clearance (after the interview process).

Appointment panel

Where appropriate²⁵ an appointment panel should be formed to consider applications and conduct interviews. The panel should consist of the chair or vice-chair and one other trustee appointed governor (in the case of a prospective foundation governor this should be a serving foundation governor) and the head of college/headteacher or a deputy. The clerk may also be invited to attend. This process should be undertaken in consultation with the company secretary and the executive director of operations, who may wish to join the panel.

On appointment/after election but prior to taking up the role the following should be returned

1. Livability's completed form of declaration to confirm they meet the eligibility criteria and agree to act in accordance with the code of conduct.
2. The staff/volunteer 'suitability form' (in the case of governors at Victoria Education Centre).

Approval by Livability board of trustees (foundation and co-opted governors)

The appointment of all foundation and co-opted governors will be recommended via the executive director of operations to Livability's board of trustees (please refer to the appendix regarding the composition of the LGB where further details are provided regarding board approval).

²⁵ The company secretary should be consulted if there is any doubt regarding the recruitment process. In the case of elected governors then the process does not require an appointment panel.

Appendix 18

Local governor induction checklist

1. Checklist for initial actions, support and welcome on appointment

- a) Welcome letter from chair of governors (and/or chair of trustees) and name of a 'buddy'²⁶.
- b) Welcome pack provided (see list below).
- c) On appointment governors will be asked to provide a pen portrait.
- d) Meeting with senior Livability colleagues at the London office (chair of governors only).
- e) Meeting with headteacher/head of college and clerk to the local governing body.
- f) Tour college/school and meet staff and students.
- g) Opportunity to meet other governors informally including the student governor.
- h) Security pass including a photograph of new governor.
- i) Check any conflicts declared and ensure procedure for these is understood.
- j) Information on 'golden threads' – safeguarding, equality & diversity and quality.
- k) Safeguarding: application to Disclosure and Barring Service (DBS) to carry out a record check.
- l) Audit form/questionnaire to help appraise individual skills and to prioritise training needs.²⁷

2. Induction pack – core information (to be provided)

All new governors will be provided with an induction pack which comprises information which will support them in their role. The clerk to the local governing body will ensure that the contents are reviewed and updated regularly. The induction pack will include:

- a) Information about the organisation – and a brief history of Livability.
- b) Vision, mission, values and ethos of Livability.
- c) The Instrument and Articles of Government.
- d) The Livability education governance handbook including code of conduct.
- e) Livability reporting structure for education – education key performance indicators.
- f) Livability's annual report.
- g) Livability – a list of key people.
- h) Staffing structure diagram – both Livability (senior) and college/school.
- i) Governor training and induction/support plan (core and local).
- j) Information on Livability's trustee/governor indemnity insurance.
- k) Guide to acronyms, useful terms and abbreviations.

3. Induction pack - information about the local context (to be provided)

- a) School/College prospectus and the latest Ofsted report.
- b) Quality improvement/development plan (school).
- c) Current self-assessment report and quality improvement plan (college).
- d) Structure diagram of college/school, including LGB, sub-committees, working groups, etc.
- e) Relevant business plans/strategic plans and key education policies.
- f) Recent minutes of LGB meetings.
- g) Copies of any relevant presentations for LGBs.
- h) Contact details – college/school, operations directorate and fellow governors.
- i) Information about college/school premises (including a map/plan of the site).
- j) Recent relevant newsletters and publications.
- k) Headteacher's/Head of college's previous reports (for the last three LGB meetings).
- l) Dates of meetings and events (LGB annual calendar) and college/school calendar.
- m) Meeting evaluation form and local governor visit form.

²⁶ New governors will be normally be assigned an experienced local governor as a 'buddy/mentor' during their first year.

²⁷ The audit should be used to identify a bespoke training plan where possible for a new governor.

Appendix 19

Livability education improvement partners: purpose of role and outline person specification

Key purpose

To provide a professional, analytical and objective evaluation of college/school performance; and to provide specialist support, advice and challenge to enable the head of college/headteacher, the LGB and Livability to achieve their shared objectives for the college/school. The improvement partner will provide the following specific input:

- 1) Focused local support and mentoring/coaching for the head of college/headteacher in her/his first year in the role (where relevant) within the guidelines as set out in Livability's Instrument and Articles of Government and its education governance handbook;
- 2) Focused visits to college/school to provide challenge and support for the head of college/headteacher (potentially this may be up to 5 days per term, the actual number of days will be determined according to the context and support required);
- 3) Validation of the quality of data (specifically in terms of education key performance indicators) and self-evaluation; monitoring and reporting on progress and the impact of the college quality improvement plan/school improvement plan; including areas of strength to be celebrated and precisely identifying areas for further improvement;
- 4) Feedback and external validation to head of college/headteacher (reporting to Livability education adviser and/or the regional manager) on education quality; in particular quality of lesson/sessions, grading of teacher/lecturer performance etc., by the leadership team;
- 5) Supporting head of college/headteacher, where appropriate, in preparation for her/his termly reporting to LGB using Ofsted criteria as the framework and specifically reviewing performance in relation to the Livability education key performance indicators;
- 6) Supporting curriculum development;
- 7) Developmental input for the LGB where appropriate to support Livability in achieving its objectives for education service development at the college/school (and development/support for the LGB); including focused training under corporate guidance and the framework set out in Livability's Instrument and Articles of Government and its education governance handbook;
- 8) Structured direct and written input and advice in relation to the annual performance review/appraisal of head of college/headteacher in liaison with the regional manager and education adviser; this process will also involve the chair of the LGB;
- 9) Keeping education adviser, regional manager and head of college/headteacher and staff updated and informed in relation to local and national developments in education specifically re provision within independent specialist colleges/non-maintained special schools;
- 10) Support college/school in its preparation for Ofsted inspection and its aspiration and work to achieve/sustain an 'outstanding' rating;
- 11) The improvement partner will have a direct management link to Livability's education adviser and direct contact with the regional manager who will be responsible for signing off documentation recording actual days worked;
- 12) Further details in terms of specific work and reporting arrangements will be provided as required;
- 13) In terms of time commitment, to provide an appropriate number of days in the academic year; to support head of college/headteacher in her/his induction (where appropriate) and to offer specific support for the chair of the LGB and regional manager as required.

Improvement partner: outline person specification

Experience

- a) Substantial, recent and relevant experience; demonstrable evidence of improvement gained through successful college/school leadership, senior education leadership within an LA or education charity, college/school inspection or equivalent experience;
- b) Relevant experience of special educational needs education;
- c) Evidence of sustained performance improvement as a result of own actions;
- d) A record of successful organisational and people management and financial planning and control;
- e) Experience in complex organisations undergoing change.

Education, training and qualifications

- a) Qualified teacher status and a degree or equivalent;
- b) Evidence of recent and relevant professional development;
- c) Evidence of professional progression in school/college improvement, e.g. NPQH; Ofsted inspector accreditation.

Specialist knowledge

- a) Special education needs relevant to Livability service provision;
- b) The principles of safeguarding and knowledge of current legislation;
- c) Effective leadership and management in colleges/schools and how to tackle underperformance in different contexts and at all levels;
- d) Effective college/school improvement strategies, especially in relation to assessing and improving the quality of provision;
- e) Relevant government and local authority education policies and strategies and their implementation;
- f) Principles and practice of quality assurance systems, including college/school self-evaluation and performance management;
- g) The range and sources of services available to help colleges/schools, including the capabilities of providers.

Skills

- a) An active listener who is creative in problem solving;
- b) Promote and manage change; initiate and deal successfully with challenge and manage conflict;
- c) Communicate persuasively, orally and in writing, and to adapt appropriately to different audiences, use influencing skills effectively;
- d) Receive and act positively on feedback about own performance;
- e) Understand the construction and use of education performance indicators;
- f) Interpret complex and comprehensive data; identify key issues accurately; and provide accurate feedback, both oral and written;
- g) Develop arguments, make sound judgements based on evidence and rigorous analysis performance and potential;
- h) Adapt judgements to circumstances; able to make accurate, consistent and proportional judgements of performance;
- i) Consistent in the assessment of a college/school leadership's record in evaluating its own improvement actions, its capability to deliver improvement and evaluate the impact of actions and its record in delivering improvement;
- j) Make judgements against a background of high expectations for all learners and an awareness of the complex issues which surround achievement of different groups of learners, specifically vulnerable groups as defined in the Ofsted Common Inspection Framework;
- k) Acknowledge different options, pros and cons, and demonstrate ambitious, yet realistic expectations, providing challenge that stretches professional practice; explain how judgements are made and be able to justify them in the face of opposition or challenge;
- l) Use appropriate technology, including maintaining up-to-date records and making use of materials held on databases.

Appendix 20

Conflicts of Interest Policy

Livability: Conflicts of Interest Policy (Local governing bodies)

Background

This policy is specific to Livability's local governing bodies and forms part of the Education Handbook. It is consistent with Livability's general Conflict of Interest Policy, however, to the extent that there is any conflict, Livability's general policy shall prevail.

Livability governors have a strict duty to act in the best interest of Livability and its beneficiaries, but this does not preclude a trustee or governor from having other roles or responsibilities which may result in a conflict of interest or loyalty.

Governors must be able to identify conflicts of interest and have procedures in place to manage them. This document outlines the procedure Livability has adopted to do this.

Policy and procedure

For this policy and procedure to work governors must:

- acknowledge any potential conflict of interest or loyalty they may have;
- be open with each other on any conflicts of interest or loyalty they may have;
- try to identify circumstances in which a potential conflict may arise; and
- plan ahead and agree on how they will manage any conflicts of interest or loyalty which arise.

With these objectives in mind, Livability has adopted the following procedure:

- **Declaration of interests**

Each new governor on appointment and each subsequent year will be required to complete a declaration of interests form by the clerk to the LGB. Governors will regularly be required to confirm at their respective meetings that their declaration of interests remains up to date and whether it gives rise to any conflicts.

- **Register of conflicts of interest or loyalty**

The clerk to the LGB will maintain a register of interests for each governor which could give rise to a conflict. Conflicts of interest or loyalty will be included as a standing agenda item at the start of all meetings.

- **Identification of conflicts of interest or loyalty**

Any governor who feels that they, another governor or an adviser has a conflict of interest in a particular area must declare this clearly at the outset of the meeting. Any advisers used by either of the education centres or executive director of operations or the LGB must also notify the clerk of any circumstance in which they feel conflicted. Any conflicts will then be managed as set out below with the details of the conflict and the action taken recorded in the minutes and on the register of conflicts.

- **Information sharing**

With regard to sharing confidential information with other parties (for example within Livability, with other members, etc.) it is important to remember that each governor has a fundamental duty to act solely on behalf of Livability and this duty should not be compromised by acting on behalf of any other group.

- **Managing conflicts of interest**

Before, or at the beginning of any meeting, you must declare any potential conflict of interest which may arise in relation to matters on the agenda.

A conflict of interest occurs where, in respect of the agenda item or during any discussion in the meeting, the individual has:

- a financial interest
- conflict of loyalties
- a real danger of bias
- creates a perception that the interest could unduly influence his/her decision.

The chair of the meeting will then decide whether the individual should withdraw from the meeting while the matter is discussed or be expressly invited to remain and participate in the discussion (this will depend on the nature of the interest and extent of any conflict). If invited to remain, the individual will not be counted in the quorum and may not vote on that matter unless the chair agrees to allow a vote.

Any new conflict declared at a meeting will be entered in the register by the clerk.

All decisions made as to whether a conflict of interest exists will be recorded in the minutes of the meeting by the clerk.

In the event that the conflict of any individual cannot be resolved locally by the clerk and LGB chair, it will be referred to the ad hoc review panel detailed in the main Livability Conflicts of Interest policy who will proceed to deal with the matter as set out in the policy.

Signed:

Date:

Appendix 21
Governor expenses claim form

Name _____ **Date of claim** _____

Address _____

Date	Description of reason for expenses: (e.g. meeting attended and location)	Mileage		Mileage at 45p per mile	£	p	Expense Code*
		From*	To*				
Total claimed							

*Please use two lines if the outward journey is different to the homeward journey.

Check/Authorisation*

Claimant's signature: _____
 Date: _____

Checked by clerk
Name of headteacher/head of college
 Signature _____ Date _____

 (Signature/Date)

*For office use only

Please return this form to the clerk of the college/school LGB where you are a governor. See below for completion instructions.

Instructions for completion of expenses claim forms

Please claim promptly following each meeting.

Please attach receipts, or other evidence of payment, to support the claim.

The following out-of-pocket expenses may be claimed: -

Travel

Reasonable travel related expenses necessarily incurred in connection with the performance of duties as a governor may be claimed as follows: -

- a) **Rail travel** will be reimbursed at the relevant second-class rate only.
- b) **Car mileage** from home/office to meeting and return to home or office will be reimbursed at the rate of 45p per mile. Please use two lines if the outward journey is different to the homeward journey.
- c) **Taxi fares** necessarily incurred will be reimbursed for short journeys.
- d) **Car parking costs** (not fines) necessarily incurred will be reimbursed.

Other Expenses

Reasonable expenses necessarily incurred in connection with the performance of duties as a governor may also be claimed for the following items:

- a) **Meals** (breakfast, lunch, evening meal)
- b) **Accommodation** (bed and breakfast "Travel Lodge" style accommodation, or nearest equivalent where not available locally).
- c) **Dependents' care costs**
- d) **Postage/telephone/computer consumables** (paper, ink etc.)
- e) **Enabling costs** (e.g. taping, brailing, carer's attendance)

If claimants are in any doubt as to what constitutes a "reasonable expense" they should consult with their headteacher/head of college or their LGB clerk.

Educational establishment addresses for return of expenses claim forms: -

The clerk
Nash College
Croydon Road
Hayes
Bromley
Kent BR2 7AG

The clerk
Victoria Education Centre
12 Lindsay Road
Branksome Park
Poole
Dorset BH13 6AS

Appendix 22

Appointment of LGB Chair and Vice-Chair

The services committee has authority delegated by the Livability board of trustees to appoint and reappoint governors and to recommend the appointment of the chair and vice-chair to the board. It is for the board of trustees to determine the process for appointment of the chair and vice-chair of the LGB. The chair and vice chair must be foundation governors and may not, unless in exceptional circumstances, be the link trustee.

Staff and student governors may not fill the roles of chair/vice-chair. The process for appointment is as set out below. It is important to note that this process represents an opportunity for LGBs to positively influence the outcome. Currently the other board subcommittees do not have such an opportunity.

1. The services committee will agree the length of term of office for the chair and vice-chair. The term of office is currently set at four years and requires reappointment on an annual basis subject to the recommendation of the executive director of operations.
2. The LGB will be asked to provide nominations for consideration by services committee prior to the first full LGB meeting each academic year.
3. The services committee is required to confirm the appointment of the chair and vice-chair of the local governing body at the first meeting of the academic year.
4. Clerks will invite those eligible foundation governors to express their interest in standing for the roles giving a deadline by which expressions should be sent in writing to the clerk.
5. The clerk in consultation with the education advisor and company secretary will produce a ballot paper which will be posted to all governors. Each governor will be asked to choose first and second preferences for the role of chair and vice-chair and to return their ballot paper to the company secretary at national office within 10 working days in the stamped addressed envelope provided. Governors' preferences will be recorded by the education advisor and company secretary who will inform the executive director of operations of the result of the ballot.
6. The executive director of operations will then advise the services committee of the result along with any other relevant factors for their consideration in deciding whom to appoint to the roles. It is an important point for LGBs to note that the outcome of the ballot will be a guide to the services committee but will not be the only determining factor in an individual's appointment or re-appointment. The services committee will make a decision based on what in its judgement is in the best interests of the school or college.
7. The services committee will reach a decision at its meeting in September each year and this will be communicated to each LGB at its September planning meeting as set out below.
8. When the services committee has determined who should be appointed (or whether the current chair/vice-chair should be re-appointed for a further year) the executive director of operations will make contact with the person(s) concerned to confirm the decision. If the chair's or vice-chair's reappointment is not confirmed, then he/she will be contacted by the executive director of operations to indicate the outcome and provide some details regarding the decision.
9. If the appointee is not willing at this stage to accept the appointment the executive director of operations will report this to the services committee under urgency arrangements. If no suitable, or eligible candidate(s), is nominated, or an appointment cannot be recommended then the executive director of operations will advise the services committee on the process for recruiting and appointing a chair and or vice-chair and recommend any necessary interim arrangements for leadership of the LGB.

Appendix 23
Cover sheet for papers presented at LGB meetings

<i>[Insert name of Education Centre]</i> LOCAL GOVERNING BODY COVER SHEET	
Title of paper	
Meeting date	
Agenda item number	<i>[to be inserted by the clerk to the LGB]</i>
Purpose	<i>[briefly indicate why this paper is being presented to the LGB]</i>
Presented by	<i>[name and title/role/email]</i>
Prepared by	<i>[names of those involved in preparation of this paper]</i>

Summary <i>[concise overview of paper]</i>

Impact on learner outcomes <i>[please tick box and add summary below if answer = yes]</i>					
Does the paper have implications for students in terms of their progress, personal development, wellbeing or behaviour? If yes, please provide a summary of the impact below: e.g. we believe that the impact is positive and helps to promote equality. <i>[Give details where possible of how this has been assessed in line with the Equality Act 2010].</i>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">No</td> <td style="padding: 2px 5px;">Yes</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table>	No	Yes		
No	Yes				

Resource implications <i>[concise description of any resource implications]</i>

Recommendations for consideration / approval <i>[please indicate concisely below]</i>

Appendix 24

Evaluation form for all LGB meetings

MEETING EVALUATION

Title of Meeting

To carry out continuous evaluation of effectiveness each governor should complete a review of this meeting and return to the clerk at the close of the meeting.

Date of Meeting: _____ scheduled or additional

	Please tick [√]			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The agenda and papers arrived at least 7 days in advance.				
2. The appropriate Livability 'cover sheet' was attached to each paper as required to explain its purpose, author, action needed.				
3. The individual papers were clear, concise in identifying the main issues, well presented by the staff and enabled me to understand the issues and reach a decision on the recommendations.				
4. There was sufficient time available at the meeting for debate and discussion of all items on the agenda.				
5. The meeting was chaired efficiently and effectively.				
6. I felt able to express my views openly.				
7. The meeting was clerked efficiently and effectively.				
8. I am clear about what was agreed at the meeting and the action required to be taken.				
9. The education key performance indicators were presented by the head and appropriate questions were raised where explanation or challenge was required.				
10. I had the opportunity to make an effective contribution to the meeting.				
11. Information received and decisions taken were centred on improving the experience of learners and levels of achievement.				

Additional comments – please continue overleaf
<p>Please specify if there was anything on the agenda you would like further discussion on: -</p> <p>Did the meeting raise any training or development issues for you and if so, what?</p> <p>Do you have any additional comments about the meeting? Please continue overleaf if applicable.</p>

To be included on the agenda of each LGB and sub-committee meeting prior to AOB with five minutes allocated for completion.

Appendix 25

Livability Local Governors: annual declaration of eligibility and code of conduct

	<div style="display: flex; justify-content: space-between;"> It all adds up to Local Governor Annual Eligibility Form²⁸ PART A </div> <div style="text-align: left; margin-top: 5px;"> </div>	
	<p>Local governors are required to sign this annual declaration to confirm they fit the eligibility criteria set out below and confirming that they agree to act in accordance Livability's education governance framework and its code of conduct for local governors. Please answer each question by placing a cross (indicating no) in the column on the right hand side. If you are unable to answer any question, please notify the Clerk or Company Secretary forthwith.</p>	No X
1.	Have you been disqualified as a governor for failing to attend governing body meetings for a continuous period of six months, beginning with the date of the first meeting missed, without the consent of the governing body? <i>Note: This does not apply to Heads.</i>	
2.	Has your estate been sequestrated (temporarily repossessed) and the sequestration not been discharged, annulled or reduced?	
3.	Are you the subject of a bankruptcy restrictions order or an interim order: debt relief restrictions order or interim order?	
4.	Are you subject to: a disqualification order or disqualification undertaking under the Company Directors Act 1986; a disqualification order under the Companies (Northern Ireland) Order 2002; a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002 or an order made under Section 492(2) (b) of the Insolvency Act 1986 (failure to pay under a County Court administration order)?	
5.	Have you been removed from the office of a trustee for a charity by an order made by the Charity Commission or Commissioners or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which you were responsible or to which you were privy or to which you contributed or to which you facilitated by your conduct?	
6.	Have you been removed, under section 34 of the Charities and Trustee Investment (Scotland) Act 2005, from being concerned in the management or control of any body?	
7.	Are you included in the list kept under section 1 of the protection of Children Act 1999 (list of those considered by the Secretary of State as unsuitable to work with children)?	
8.	Are you subject to a direction of the Secretary of State under section 142 of EA 2002 (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)?	
9.	Are you barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006?	
10.	Are you disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000?	
11.	Are you disqualified from registration under Part 2 of Children & Families (Wales) Measure 2010 for child minding or providing day care or disqualified from registration under Part 3 of Childcare Act 2006?	
12.	Have you, in the five years prior to becoming a governor, or since becoming a governor been sentenced to three months or more in prison (whether suspended or not) without the option of a fine?	
13.	Have you, in the twenty years prior to becoming a governor, received a prison sentence of two and a half years or more?	
14.	Have you, at any time, received a prison sentence of five years or more?	
15.	Have you been fined, in the five years prior to becoming a governor or since becoming a governor, for causing a nuisance or disturbance on school/college or other education premises?	
16.	This question is only for parent governors: Are you employed to work at the school/college or on a contract for services at the school/college and work for more than 500 hours a year?	

Reference: The School Governance (Constitution) (England), Regulations 2012, Qualifications and Disqualifications, (and subsequent updates and amendments).

PART A (continued)

I have answered 'no' to all questions above as required to confirm my eligibility and declare that I am not disqualified from serving as a governor.	
Name:	Signature:
Date:	

PART B

Code of conduct and commitment to the role of Livability local governor

1. Livability's local governing bodies (LGBs) are in effect committees of Livability's board of trustees; and as such undertake their role on its behalf, with its authority, but within a framework of full accountability to the board through the services committee.
2. Comprehensive details regarding the framework within which Livability's LGBs operate are provided in Livability's education governance handbook. Governors are expected to read and act in accordance with this framework at all times.
3. The board has approved Livability's code of conduct for local governors and local governing bodies based on good governance principles and relevant government guidance.
4. All governors are required to sign this annual declaration to confirm they meet the eligibility criteria, and will act in accordance with the code of conduct, within the Livability framework of education governance, and in the spirit of the role that they are undertaking on behalf of the board of trustees.
5. Explicit agreement to the code of conduct also means there is a common reference point should any difficulties arise in the future as recommended by the Department for Education (2016).
6. The clerk will supply and collate the signed forms before the commencement of the new academic year in order that Livability can confirm the composition of the LGB as the year begins.
7. Attendance at LGB meetings is not allowed before this form has been completed and returned to the clerk.
8. Any member of the local governing body determined by the board of trustees to be in breach of the code of conduct may be removed from the local governing body by the board.

I confirm that I understand the context of Livability's local governing bodies and that I have read and agree to commit to the code of conduct, and that I will act in accordance with it, and within the framework of governance set out in the Livability Education Governance Handbook.	
Name:	Signature:
Date:	
This form should be returned to clerk to the local governing body within two weeks of receipt, and before attending the first LGB meeting or sub-committee meetings of the academic year.	