



# London Enterprise Academy

## Governors' Handbook 2024-25



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## LEA Governance

### 1. Introduction

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

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



### 2. Background

The Tower Hamlets Enterprise Academy Ltd (the Trust) is a charitable company limited by guarantee. The object of the Trust is the advancement of education<sup>1</sup>, this object is pursued by running the School.

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

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

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

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

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

### 3. Principles of good Governance

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

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

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

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

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

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<sup>1</sup> Article 4 of the Articles of Association

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

## **The Principles**

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

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

### **Principle 1**

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

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

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

and in terms of

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

### **Principle 2**

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

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

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

### **Principle 3**

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

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

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

#### **Principle 4**

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

As the accountable body, the board will ensure that:

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

#### **Principle 5**

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

The board will:

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

#### **Principle 6**

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

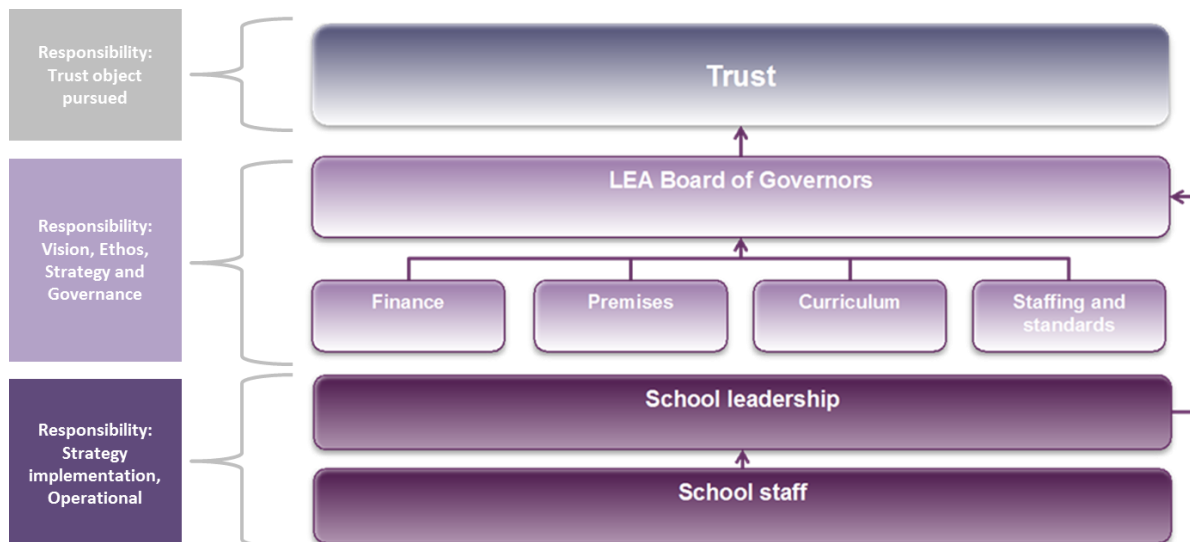
The Board will lead the School in being open and accountable, both internally and externally. This will include:

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

#### **4. Governance structure**

##### **4.1 Governance structure overview**

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



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

##### **4.2 The members**

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

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

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

The members have the following key powers:

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

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

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

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

## **5 LEA Board of Governors**

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

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

### **5.1 Board of Governors' role and responsibilities**

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

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

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

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

- Curriculum & Standards
- Finance, Resources & Audit
- Premises<sup>3</sup>

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<sup>2</sup> This is a detailed document setting out the schools strategy and implementation plan for delivering this. This document will also include a supporting Financial Plan

<sup>3</sup> It is envisaged that the Premises sub-committees will be merged into a 'Finance, Resources and Audit Committee' once the building works are complete.

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

### **5.3 Governors**

There will not be a maximum limit to the number of Governors (in line with the Articles of association). We will however aim to have around 15 Governors on an ongoing basis, although there will be times when we will be operating with more or less than this number (due to vacancies arising from elections, expiring terms of office, resignations etc.).

### **5.4 Associate Governors**

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

## **Terms of Reference 2024-25**

### **5.5 Constitution and purpose**

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

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

### **5.6 Main areas of responsibility**

- Articulate and review the School vision annually – this is to be communicated to stakeholders via the annual report of the Governors
- Agree the strategic priorities to deliver the vision
- Approve the School Development Plan (SDP) produced by the Principal<sup>4</sup>
- Set clear, time-bound objectives, together with corresponding Key Performance Indicators (KPI) for the Principal and the School
- Monitor delivery of the SDP including adherence to the Financial Plan, and assess performance of the Principal and School against the KPI
- Ensure financial policies and required systems are in place to safeguard the use of public monies
- Approve school policies, and ensure procedures are in place to apply these policies effectively
- Ensure a framework is in place to monitor adherence to the policies and procedures
- Maintain a risk register to document risks and associated risk-management/mitigating techniques
- Identify and manage conflicts of interest

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<sup>4</sup> This is a detailed document setting out the schools strategy and implementation plan for delivering this. This document will also include a supporting Financial Plan



- Maintain a skills register to ensure the Board of Governors is equipped to make informed decisions. This will include:
  - Periodic self-assessment of the LEA Board of Governors (individually and collectively)
  - Identifying training needs and providing training as required
  - Obtaining expertise from experts when needed

### **5.7 Sub-committees**

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

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

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

### **5.8 Membership**

- There will be at least three Governors with a maximum of 15 at any one time
- The Principal will be a Governor (ex-officio).
- There will be at least two parent governors.
- The total number of Governors who are employees of the Trust (including the Principal) shall not exceed one third of the total number of Governors.

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

### **5.9 Clerk to the Governors**

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

## **6 Meetings and related procedures**

### **6.1 Frequency and timing**

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

Autumn Term

- Wednesday 25<sup>th</sup> September 2024
- Wednesday 4<sup>th</sup> December 2024

Spring term

- Wednesday 15<sup>th</sup> January 2025
- Wednesday 23<sup>rd</sup> April 2025

Summer term

- Wednesday 4<sup>th</sup> June 2025
- Wednesday 9<sup>th</sup> July 2025

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

### **7.2 Meeting attendance and quorum**

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

The quorum at a meeting of the Board of Governors and on any vote at meetings will be any three Governors or, where greater, one third of the Governors holding office at that time<sup>5</sup>.

### **6.3 Meeting preparation**

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

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

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

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<sup>5</sup> In some situations (e.g. vote on the removal of Chair) the quorum is two thirds of the Governors holding office at the time (see article 116 of the Articles)

<sup>6</sup> See also article 122

### **6.5 Minutes of meetings**

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

### **6.6 Voting at meetings**

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

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

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

### **6.8 Dismissal of Governors**

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

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<sup>7</sup> Where a meeting is quorate

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

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

	<b>Name</b>	<b>Role</b>
1.	Ashid Ali	Principal/ <b>FRAC</b> / Curriculum
2.	Nazim Ahmed	Chair of Governors
3.	Shah Muhmud	Safeguarding Governor/ Curriculum
4.	Tanveer Chowdhury	Governor / <b>FRAC</b>
5.	Chun Sing Chou	Chair of <b>FRAC</b> Committee
6.	Imogen Vining	Governor / Curriculum
7.	Fahmida Sultana	Staff Governor / Curriculum
8.	Kabir Ahmed	Governor / <b>FRAC</b>
9.	Aditya Dubey	Governor / <b>FRAC</b>
10.	Edward Chessun	Governor / Curriculum
11.	Mark Andrew Masson	Governor/ <b>FRAC</b>
12.	Sarah Leigh Withers	Governor / Curriculum
13.	Mahbub Alam	Parent Governor
14.	Nigath Sultana	Parent Governor
15.	Khadar Mohamed	Parent Governor
16.	Aklima Begum	Clerk to Governors – not a Governor

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

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

### **Tower Hamlets Enterprise Academy Members**

	<b>Name</b>	<b>Role</b>
1	Shahedul Alam	Chair
2	Peter Mann	Secretary
3	Nazim Ahmed	Chair of Trust
4	Somir Ali	
5	Shajahan Alam	

## LEA Committee membership 2024-25

### **7.2 Curriculum and Standards**

	<b>Name</b>	<b>Role</b>
1.	Ashid Ali	Principal
2.	Shah Muhmud	Governor
3.	Edward Chessun	Governor
4.	Fahmida Sultana	Staff Governor
5.	Imogen Vining	Chair of C&S Committee
6.	Sarah Leigh Withers	Governor

## LEA Committee membership 2024-25

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

	<b>Name</b>	<b>Role</b>
1.	Sunny Chou	Chair of FRAC Committee
2.	Tanveer Chowdhury	Governor
3.	Aditya Dubey	Vice Chair
4.	Kabir Ahmed	Governor
5.	Mark Andrew Masson	Governor
6.	Ashid Ali	Principal
7.	Paola Haik	Staff – non governor (SBM)

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

**Governors' Declaration of Interest & Time in Office  
Academic Year 2024-25**

<b>Declaration of Interest      Time in Office</b>						
	<b>Name</b>	<b>Role</b>	<b>Employment</b>	<b>Other Board membership/Directorship</b>	<b>Start of Term</b>	<b>End of Term</b>
1	Ashid Ali	Principal	Education Leadership & Management	<ul style="list-style-type: none"> <li>Tower Hamlet enterprise Academy</li> </ul>	Sept 14	n/a
2	Muhammed Nazim Ahmed	Chair of Trustee	CCS – Assistant Head Teacher	<ul style="list-style-type: none"> <li>AGR – Charity Trustee</li> <li>CST, School Employee</li> </ul>	2022	2026
3	Shah Muhmud	Trustee and Safeguarding Lead	LB Newham Strategy	m/a	Aug 2022( Re-Appointed	Aug 2026
4	Tanver Chowdhury	Trustee	Vice President – Deutsche Bank	Previous Director Daniyalson Consulting Limited	Sept 2022	Aug 2026
5	Edward Chessun	Trustee	London Enterprise Academy		Sept 2024	August 2025
6	Kabir Ahmed	Trustee	Finance Professional	Director – Telecoms Voice Director- Telecom SMS	26 April 2023	25 March 2027
7	Fahmida sultana	Trustee	LEA – Math Teacher	Teaching Union	March 2020	
8.	Sunny Chou	Chair of Finance	Finance Professional - Schroder Investment Management Limited Fund Management	Hackney Chinese Community Services Association Limited - Advisor/voluntary Secretary	14 December 2022	n/a
9.	Aditya Dubey	Trustee – Finance	Deutsche Bank – Bank	n/a	2012	n/a

10	Imogen Vining	Trustee	King's College Hospital – Nurse	<ul style="list-style-type: none"> <li>NMC Registration</li> <li>Governor at Hatcham Primary School</li> </ul>	Nov 2017	
11	Mahbub Alam	Trustee	Parent	Former Councillor LBTH	12th July 2023	11 <sup>th</sup> July 2027
12	Khadar Mohamed	Trustee	Parent	n/a	June 2024	
13	Mark Masson	Trustee	Lawyer - Senior Associate - A&O Shearman	n/a	July 2024	
14	Sarah Wither	Trustee	n/a	<ul style="list-style-type: none"> <li>Scouts, Children &amp; Social Education- Trustee From 2022</li> <li>Professional Women Network- supporting - from 2024</li> </ul>	July 2024	
15	Nigath Sultana	Trustee	Parent	n/a	June 2024	

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

- Anastasia
- Laura
- Rahima

### **7.7 Rationale and comments**

#### *Why 15 Governors?*

- This number allows the pre-opening project governing team to remain involved as governors and enables us to have parent, staff and LEA governors while also leaving room to recruit independent governors (to bring a fresh perspective and energy to the team)
- Having 15 governors (as a posed to a lower number) will also ensure that the LEA Governing Board is able to operate effectively when governors are unavailable/move on etc (i.e. key management risk is lower)

#### *Composition of LEA Governing board*

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

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

### **7.8 School leadership**

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

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

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



### 8 LEA Scheme of Delegation (powers) tables

## **London Enterprise Academy Scheme of Delegation**



- 1 Powers and Duties Reserved for the Governing Body
- 2 Powers and Duties Delegated to the Finance Committee
- 3 Financial Powers and Duties Delegated to the Principal
- 4 Financial Powers and Duties Delegated to the Chief Finance Officer
- 5 Financial Powers and Duties Delegated to Other Staff
- 6 Summary of Financial Authorisation Levels

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

The Governing Body shall be responsible for:

#### **General**

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

#### **Budgets/Budgetary Control**

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

#### **Purchasing**

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

#### **Income**

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

#### **Security of Assets**

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

#### **Accounts and Audit**

- 1.10 Appointment of external auditors.
- 1.11 Reviewing the draft financial statements prior to audit and approval of the audited financial statements prior to submission to the Secretary of State by 31 December.
- 1.12 Receiving the reports of the external auditor.

1.13 Receiving the reports of the Responsible Officer on the use of resources, systems of internal financial control, and discharge of financial responsibilities.

1.14 Informing the YPLA if it suspects any irregularity affecting resources.

## **2 Powers and Duties Delegated to the Finance, Resources and Audit Committee**

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

### **General**

2.1 Exercising the powers and duties of the Governing Body in respect of the financial administration of the Academy, except for those items specifically reserved for the Governing Body and those delegated to the Principal and other staff.

2.2 Reporting on decisions taken under delegated powers to the next meeting of the Governing Body

### **Budgets/Budgetary Control**

2.3 Reviewing the annual Academy budget prior to the start of each academic year and recommending its acceptance, or otherwise, to the Governing Body.

2.4 Considering budgetary control reports on the Academy's financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Governing Body.

2.5 Reviewing the virements of sums between budget heads, subject to a limit of up to £50,000 as approved and authorised by the Principal and Chief Finance Officer, which are to be formally notified to the Finance Committee who shall minute the notification.

2.6 Reporting to the Governing Body all significant financial matters and any actual or potential overspending.

### **Purchasing**

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

### **Insurances**

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

### **Security of Assets**

2.9 Ensuring that there are annual independent checks of assets and the asset register.

2.10 Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with a value of over £500 under £1000 and reporting such authorisations to the Governing Body.

### **Personnel**

2.11 Authorising permanent changes to the Academy's establishment.

### **Accounts and Audit**

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

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

## **3 Financial Powers and Duties Delegated to the Principal**

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

The Principal shall be responsible for:

#### **Budgetary Control**

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

#### **Financial Management**

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

#### **Purchasing**

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

#### **Payroll and Personnel**

- 3.6 Approving new staff appointments within the authorised establishment.
- 3.7 Certifying the payment of salaries each month, in conjunction with the Chief Finance Officer.

#### **Security of Assets**

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

#### **Accounts and Audit**

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

### **4 Financial Powers and Duties Delegated to the Chief Finance Officer**

The Chief Finance Officer shall be responsible for:

#### **Budgets/Budgetary Control**

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

### **Purchasing**

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

### **Payroll and Personnel**

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

### **Income**

- 4.11 Ensuring that all income is accurately accounted for and is promptly collected and banked intact.

### **Banking Arrangements**

- 4.12 Maintaining proper records of account and reviewing monthly bank reconciliations.

### **Insurances**

- 4.13 Notifying the Finance Committee of any eventuality that could affect the Academy's insurance arrangements.

### **Security of Assets**

- 4.14 Maintaining a permanent and continuous register of all items of furniture, vehicles and plant.
- 4.15 Maintain a permanent and continuous register of all assets.

### **Information and Communication Systems**

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

## **5 Financial Powers and Duties Delegated to Other Staff**

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

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

### **Budgets/Budgetary Control**

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

### **Purchasing**

- 5.2 Department Budget Holders can authorise orders up to £1000 provided it is within the scope and remaining balance of their delegated budget.

5.3 The following members of staff are authorised to receive and check goods:

- Chief Finance Officer
- Department Budget Holders
- Facilities Manager

## 6 Summary of Financial Authorisation Levels

Delegated Duty	Value	Delegated Authority	Method
Signatories for Cheques, BACS payment authorisations and other bank transfers	Up to £25,000	Principal	Over £2,500 but less than £25,000 with 3 quotes
	Up to £50,000	Finance, Resources and Audit Committee	As above and above £20,000 formal tendering process
	>£50,000	The Governing (Trust) Board	As above and including advertising in OJEU (if over OJEU threshold)
Signatory for Salary payments	Within Monthly Budget	Principal	
	Above Monthly Budget	Governing (Trust) Board	
Signatories for EFSA grant claims EFSA returns	Any	Two signatories (or as required by ESFA) from: <ul style="list-style-type: none"> <li>• Chief Finance Officer</li> <li>• Principal</li> <li>• Nominated Governor</li> </ul>	
Virements of budget provision	Up to £2,500	Chief Finance Officer	
	Up to £25,000	Principal	
	Up to £50,000	Finance, Resources and Audit Committee	
	> £50,000	Governing (Trust) Board	
Disposal of Assets	Up to £1000	Principal	
	Up to £20000	Governing (Trust) Board	
	> £20,000	As above together with EFSA	
Write-off Bad Debts	Up to £1,000	Principal	
	up to £5000	Governing (Trust) Board	
	> £5,000	As above together with EFSA	
Purchase or Sale of any freehold property	Any	EFSA	
Granting or take up of any leasehold or tenancy agreement exceeding 3 years	Any	EFSA	
Raising invoices to collect income	Up to £5,000	Chief Finance Officer	
	Up to £10,000	Principal	
	Up to £100,000	Finance, Resources and Audit Committee	
	> £100,000	Governing (Trust) Board	

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

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

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



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

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

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

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



## **Governors Annual Meetings 2024-25**

Date	Meeting
25/09/2024	Full GB 1
16/10/2024	Curriculum & Standards 1
23/10/2024	FRAC 1
27/11/2024	FRAC 2
04/12/2024	Full GB 2
08/01/2025	FRAC 3
15/01/2025	Full GB 3
26/02/2025	Curriculum & Standards 2
02/04/2025	FRAC 4
23/04/2025	Full GB 4
07/05/2025	FRAC 5
14/05/2025	Curriculum & Standards 3
04/06/2025	Full GB 5
25/06/2025	FRAC 6
09/07/2025	Full GB 6

## Governors meeting 2024-25

Date/Time		Agenda	Policies for consideration
Wednesday 25 <sup>th</sup> September 2024  6pm - 8.30pm	Full Governors (1)	Elect Chair/Vice-chair  Document business interests  Review committees/membership/TOR  Set annual programme of work  school self-evaluation (SEF),  Review KS4 Results & KPI  <b>Training</b>  PMR update and paper work for teachers and support staff  Principals Report/SDP progress  Agree headline targets – pupil achievement, attendance  MAT discussion  Governors Training Plan	School information published on website  Review Equality Information & Objectives statement  Data Protection (every 2 years)  Admissions  Financial Delegation limits authorization  Safeguarding (annually)
Wednesday 10 <sup>th</sup> October 2024 6pm - 7pm	Curriculum & Standards (1)	Elect Chair/Vice-chair  C&S TOR  Pupil Progress Analysis  Relevant SDP Priorities  Previous year's data on Pupil Attendance & Exclusions  Report from Science  Progress on Ofsted Action Plan  SIP Reports	Review Special Educational Needs  Review ICT Policy  Review Assessment and Examinations Policy  Behaviour Policy
Wednesday 23 <sup>th</sup> October 2024  6pm – 7:30pm	Finance, Audit & Resources (1)	Elect Chair/Vice-chair  Audit Report Preparation	Staff attendance (annually)  Grievance Policy

		Internal Audit  Finance Report/Management accounts  Lunch money  Authorisation of payments over £25,000	Disciplinary Policy  Probationary Policy  Risk Register  Lettings Policy
Wednesday 27 <sup>th</sup> November 2024 6pm – 7.30pm	Finance, Audit & Resources (2)	<b>Annual Staff Pay Review</b> - based on recommendations of Principal & Appraisal Panel  Non-teaching staff  Teaching Staff  Any progression to Upper Pay Scale  Relevant SDP Priorities  Audit Report Preparation  Internal Audit  Finance Report/Management accounts  Authorisation of payments over £25,000	Review CCTV policy  Review Performance Management policy  Recruitment and vetting checks (SCR)  Business Continuity Plan (BCP)
Wednesday 4 <sup>th</sup> December 2024 6pm -8.30pm	Full Governors (2)	Update on staff requirements (preliminary)  Finance Report  SIP Report  Principals Report/SDP Progress  Review appraisal implementation/CPD  Review data  External Audit Report  Safeguarding Report	Prevent Training  <b>NGA Governor Training (2 hrs)</b>  Termly Safeguarding Report
Wednesday 8 <sup>th</sup> January 2025 6pm – 7.30pm	Finance, Audit & Resources (3)	Finance Report/Management Accounts  Authorisation of payments over £25,000	Review Volunteering policy  Staff absence Policy  Review Complaints policy

Wednesday 15 <sup>th</sup> January 2025 6pm – 8.30pm	Full Governors (3)	Update on staff requirements  SIP Report  Principals Report/SDP Progress External Review Reports (SIP) Post Ofsted Plan update Safeguarding Report	<b>Safeguarding Training</b>  Admissions Policy  Equalities Objectives Anti-Bullying Policy
Wednesday 26 <sup>th</sup> February 2025 6pm – 7.30pm	Curriculum & Standards (2)	Relevant SDP Priorities  Report from English and maths HoF  Updates on T&L update on Post Ofsted Plan Curriculum Plans for 2025 and beyond Staffing updates	Review Educational Visits and Journeys (when due)
Wednesday 2 <sup>th</sup> April 2025 6pm – 7.30pm	Finance, Audit & Resources (4)	Relevant SDP Priorities  Finance Report/management Accounts  External Audit Report Internal Audit Report Relevant SDP Priorities Authorisation of payments over £25,000	Schools Financial Value Standard (annually)  Review Staff discipline and grievance procedures Review Fire Policy Review Premises Management policy Review Charging and remissions
Wednesday 23 <sup>rd</sup> April 2025 6pm - 8.30pm	Full Governors (4)	Principals Report  Review SDP: refer to values & vision, survey results update on Ofsted progress	Review Child Protection/safeguarding Policy (Annually)  Termly Safeguarding Report
Wednesday 7 <sup>th</sup> May 2025 6pm - 7.30pm	Finance, Audit & Resources (5)	Finance Report/Management Accounts  Authorisation of payments over £25,000	Any Relevant Policy for approval from timeline



Wednesday 14 <sup>th</sup> May 2025  6pm - 7.30pm	Curriculum & Standards (3)	Relevant SDP Priorities  Report from Humanities HoF  Update on T&L including any  SENDCO Report  external reviews  Analysis of Behaviour Review	Any Relevant Policy for approval from timeline  Review Accessibility Policy
Wednesday 4 <sup>th</sup> June 2025  6pm - 8.30pm	Full Governors (5)	Agree next year's Budget  Principals Report  Termly Safeguarding Report  Review SDP and Ofsted Improvement Plan  Report from Committees  SIP Reports	Review relevant policy from timeline
Wednesday 25 <sup>th</sup> June 2025  6pm - 7.30pm	Finance, Audit & Resources (6)	Relevant SDP Priorities  Finance Report/Management Accounts  Internal Audit Report  Update on staff appointments  EFA Draft Budget Forecast  Authorisation of payments over £25,000	Premises Management Policies (as per guidance)  Freedom of Information (every 4 years)
Wednesday 9 <sup>th</sup> July 2025 6pm - 8.30pm	Full Governors (6)	Approve EFA Budget for following year  SIP Reports  Agree Principals appraisal panel  Governors Skills Audit	Review Communications Policy  Review Equalities Objective Policy  Termly Safeguarding Report

# London Enterprise Academy

## Governor Induction & Development Policy



Version: 3.1

Date issued: September 2024

Prepared by: Ashid Ali  
Principal

Review Date: July 2026

### **1.0 London Enterprise Academy Mission Statement**

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

### **2.0 Policy links to school mission, aims and values**

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

### **3.0 Implementation**

#### **Induction**

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

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

#### **Development**

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

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

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

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

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

- Complete a DBS
- Complete safeguarding training and other training as appropriate

The Governing Body approved this policy on date:

Signature of chair of Governors

Signature of Principal

# Governing body skills audit

## National Governors' Association

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

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

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

## Introduction

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

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

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

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

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<b>Your Name</b>	
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**National Governors' Association**

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



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

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

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***Existing governors only***

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

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

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



Appendix 3

**London Enterprise Academy**

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

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

**Appendix 4 Declaration of Interest Form**

**London Enterprise Academy**

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

Name	
Position	
Date of Appointment	
Date of Resignation/Retirement	

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

	Name of Organisation / Individual	Nature of the Business	Nature of Interest/Role	Date Interest began
Current <b>employment</b>				
<b>Businesses</b> (of which I am a partner or sole proprietor)				
Company <b>directorships</b> – details of all companies of which I am a director				
Charity <b>trusteeships</b> – details of all companies of which I am a trustee				
Relationships with Trust employees and/or its academies				
Membership of <b>professional bodies</b> , membership organisations, <b>Educational Institutions</b> , <b>public bodies</b> or <b>special interest groups</b> of which I am a Member / Trustee / Governor and have a position of general control or management				
Any other conflict				

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

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

- i. has **control** or **joint control** over the reporting entity;
- ii. has **significant influence** over the reporting entity; or
- iii. is a member of the **key management personnel** of the reporting entity or of a **parent** of the reporting entity?

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

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

To the best of my knowledge the information supplied above is correct and complete. I understand that it is my responsibility to declare any conflict of interest/loyalty, business or personal that relates directly or indirectly, to myself or any relation in any contract, proposed contract or other matter when present at a meeting at the Trust/Academy where such contract or matter comes under consideration. I understand that I must withdraw from any meeting during the discussion of such contract or matter and must not vote in respect of it.

I agree to review and update this declaration annually and give consent for the information provided to be used in accordance with the trust/academy conflicts of interest's policy. I acknowledge that the information provided in this declaration will be published on the academy website.

Full Name	
Signed	
Date	