



Leathersellers' FEDERATION OF SCHOOLS



LOCAL GOVERNING BODIES CO-OPTED MEMBER RECRUITMENT PACK



Prendergast
LADYWELL SCHOOL



Prendergast
PRIMARY SCHOOL



Prendergast
SCHOOL



Prendergast
VALE SCHOOL

Introduction

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(trustee)

This booklet provides you with important information regarding the appointment of co-opted governors for the local governing bodies within The Leathersellers' Federation of Schools.

The Leathersellers' Federation of Schools transitioned into a multi-academy trust in January 2024. Our governance structure includes a board of trustees (also known as the federation board) overseeing the entire federation, alongside local governing bodies for each individual school.

We have developed a comprehensive and supportive induction programme for our trustees and governors. This program ensures that all who are appointed are well-prepared to contribute positively to our schools and the communities they serve.

If you are interested in becoming a co-opted governor, please submit your application via the online portal on our federation website.

Interviews: Applicants who are shortlisted will be invited to a virtual interview with a panel of trustees.

Should you have any questions or require further information, please feel free to email us at governance@lsfed.com. We would be happy to arrange an informal conversation to address any queries you may have.

Thank you for your interest in contributing to our federation's governance. We look forward to welcoming new co-opted governors who share our commitment to educational excellence.

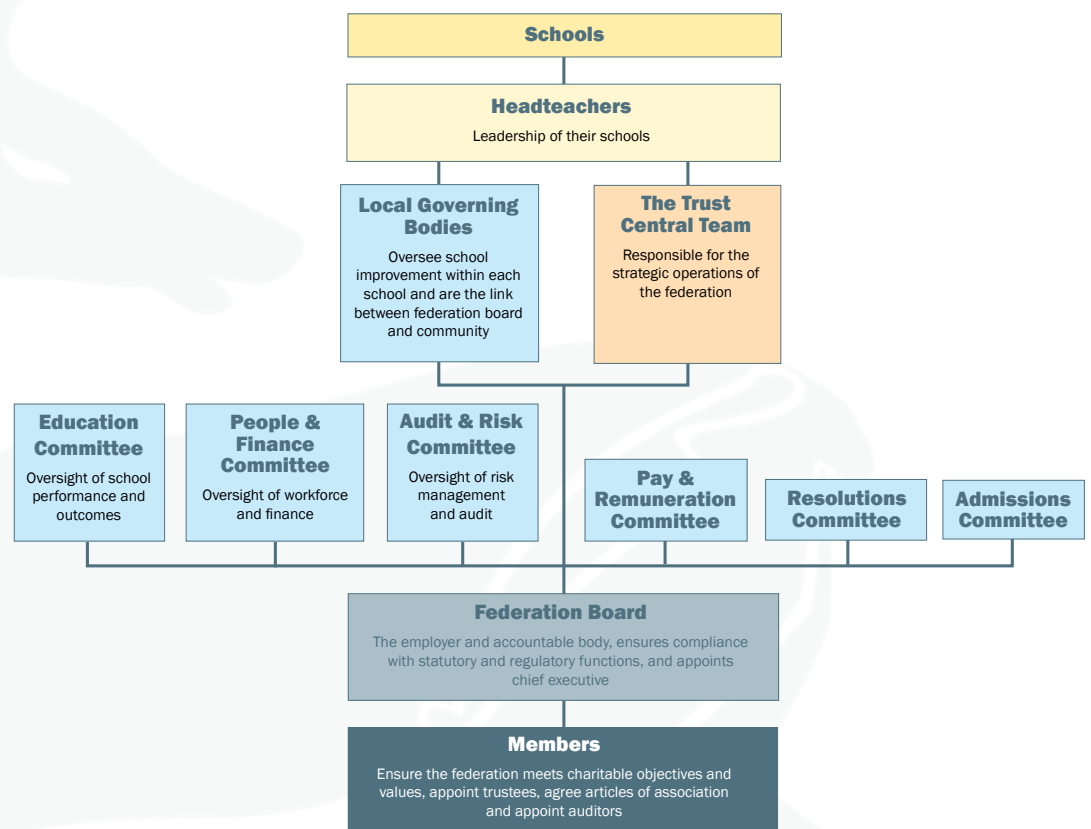
Paula Ledger
Executive Headteacher



Governance of Leathersellers' Federation of Schools MAT

Governance of Leathersellers' Federation of Schools will happen at both a school and a federation level. This diagram shows the structure of governance within the federation.

Our governance structure



Why volunteer to govern at Leathersellers' Federation of Schools?



Taking part in governance of the schools in the federation can be challenging but will be hugely rewarding and benefit you in several ways. Reasons you might want to volunteer for these roles are:

- you can ensure voices are heard at a strategic level
- you can help improve the lives of children and young people in our schools
- you will make a difference in your local community
- you can build your confidence and skills by working with others as part of a leadership team
- you can gain increased knowledge and experience of specific areas such as school improvement, finance, SEND provision and inclusion
- you can support your professional development

The National Governance Association have a short video giving an introduction to governance – you might want to watch this here. <https://www.nga.org.uk/about/become-a-governor-trustee/>

More detailed information about governing within a multi-academy trust is available in this booklet produced by the Confederation of School trusts. <https://cstuk.org.uk/assets/pdfs/Governing-a-School-Trust-November-2021.pdf>

What do Leathersellers' governors say about their experience?



“Being a school governor is massively rewarding. The responsibility is huge but so is the inspiration from working with others to transform the lives of young people. It has helped me develop as a leader both personally and professionally, and it makes a powerful and positive difference to the community where I live.”

“Being a governor is an excellent opportunity to give back to my local community, try and add value by sharing my experience as well as allowing me to gain invaluable governance and senior level experience which benefits me professionally.”

“As well as providing valuable ‘behind the scenes’ insight into my children’s schools and the challenges and opportunities they face, being a governor has helped me to think more strategically, which has in turn helped with my professional development. I enjoy working with people from a wide range of sectors, all of whom are hugely committed to making our schools the best they can be.”

“I’ve found it really interesting to learn about how the education system works. Schools are so different now from when I was a pupil, and I definitely feel better equipped to understand my own children’s education.”

“I never realised how important school governing boards were until I joined one. It’s really rewarding to be part of a team that can have real impact on things that matter to local families.”

“Being a governor has helped me understand and be better rooted in our local community. I’ve enjoyed working with a really diverse group of governors. We come from lots of different backgrounds and bring lots of different perspectives, and the most interesting conversations are when we don’t initially agree!”



The role of the Local Governing Body

Local governing bodies will undertake a crucial role in providing leadership, detailed challenge and support to ensure that each school's leadership team fulfil their responsibilities for delivering strong educational outcomes. Their valuable role in community, parent and partner engagement and their visibility in the schools is immeasurable.

At Leathersellers' Federation of Schools, there is a commitment to retaining the character and shape of delivery within each unique school. Therefore, whilst the board is ultimately legally accountable for all activity within the MAT, the federation board delegate a number of key areas to the local governing bodies to oversee within each school. These include:

- teaching and learning outcomes
- curriculum and assessment
- special educational needs, inclusion and equalities and pupil premium
- behaviour and student wellbeing
- safeguarding practice

Local governing bodies also receive regular finance and staffing information to enable them to understand their schools in detail.

The local governing body in each school oversee:

Strategic development

Contribute to the strategic discussions which determine:

- that the vision and ethos of the school above are aligned with the values of the federation
- clear and ambitious strategic priorities and targets for the school
- that all children, including those with special educational needs, have access to a broad and balanced curriculum
- the school's budget, including the expenditure of the pupil premium allocation
- the school's staffing structure
- the principles to be used by school leaders to set school specific policies



School performance

Hold the senior leaders to account by monitoring the school's performance by:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school improvement plan
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
- asking challenging questions of school leaders
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the local governing body on the progress on the relevant school priority and
- ensuring that school staff have the resources and support they require to do their jobs well and that wellbeing is central to decisions being considered

Meaningful engagement

- listening to and reporting to the school's stakeholders - pupils, parents, staff, and the wider community, including local employers



Panels

When required, serving on panels to:

- appoint the headteacher
- sit on panels for exclusions, complaints and disciplinary and grievance matters (resolutions committee cross federation)

The role of a co-opted local governing body member

Co-opted governors are people who in the opinion of the governing body have the skills required to contribute to the effective governance and success of the school. They also reflect our local communities and bring a breadth of perspectives and knowledge. As a co-opted governor, your role will be to make sure the local governing body works together to carry out the duties set out above and articulated in more detail in this pack.

By being an LGB member, you will also have an opportunity to make a real contribution to the strategic management of the school, providing an interesting and rewarding dimension to your work.

To be a local governing body member you should be confident, curious, challenging and creative. You should have:

- a strong commitment to the role and to improving outcomes for children
- a strong commitment to the school and to working with leaders to identify ways in which progress can be made
- good inter-personal skills, curiosity, and a willingness to learn and develop new skills
- be keen to work as a team and accept shared responsibility and accountability, as well as undertake frequent self-evaluation to remain effective



You are not expected to have an understanding of strategic operations of schools, just the necessary, character, interest and time to contribute alongside skills and experience that you consider would be helpful. Once appointed, you will be supported to build your understanding and awareness.

In addition, in our local governing bodies, we are keen to hear from people with experience of working in the following areas:

- Safeguarding
- Special Educational Needs

What does the role involve – how much time and commitment?

An outline is provided below of what the practical expectations are of local governing body members so you can understand the role and decide if you are able to commit.

Time commitment

- Attendance at meetings – local governing bodies will meet at least four times a year along with an away day for all those governing within the federation to step back, review progress and look to the future.
- Local governing body members will also be asked to participate on the federation wide adhoc resolutions committee (conflicts of interest notwithstanding) which covers complaints, exclusions, disciplinary panels. These panel sessions are generally in the day and can last up to two hours. They can be in person or online. Training is provided to participate in these.



- Meetings generally last two hours and it would be expected that local governing body members would have read papers and be prepared to engage fully in the meetings (about the same length of time as the meeting generally). The chair will work with the local governing body and leaders to decide whether they are online or in person – likely to be a combination. It will be important that there are some face-to-face meetings to enable local governing body members to meet each other and build stronger relationships with each other and with school leaders.
- Co-opted local governing body members may be asked to take on a specialist link role, e.g. SEND, careers or wellbeing – taking on this role brings additional expectations around making link visits to scrutinise practice within the school and work with leaders to consider how to progress. Appropriate training will be provided.
- There is an expectation that members will allocate sufficient time to training and raising their awareness of governing within a school.
- Local governing body members are also expected to be visible ambassadors for the school within the community and time allowing, will be asked to attend school events to get to know staff and leaders within schools.
- It is difficult to say exactly how much time local governing body members would need to be able to give, but it is likely to be about 8 hours per month depending on the roles taken on. (Many employers give time off to conduct governing duties so this may be something to check if you are in employment and considering the role.)

Committing to a code of conduct

Local governing body members are expected to commit to a code of conduct. The code of conduct will be agreed by the local governing body and federation board members when the MAT is formed. It will outline:

- the importance of abiding by the [seven principles of public life](#): selflessness; accountability; integrity; objectivity; openness; honesty; and leadership
- how those governing fulfil their role and responsibilities
- the expected commitment to the role
- the importance of building and maintaining relationships
- and respecting confidentiality



Committing to training

Local governing body members bring significant experience to the table, and the local knowledge, insight, commitment and leadership they provide on an on-going basis will be hugely valuable. Whilst the schools remain the same, the governance structure of the schools will change when the MAT is formed. This will mean that there is a need for local governing body and federation board members to come together to build their understanding of each other, of governing a multi-academy trust, and what this looks like within Leathersellers' Federation of Schools.

In addition, local governing body members will be asked to participate in mandatory and optional training sessions, some bespoke for all those in governance of the federation whilst others will be online sessions provided by governance networks. Local governing body members will be given access to governance networks such as GovernorHub Knowledge, the National Governance Association and the Confederation of Schools Trusts, and so that they can keep up to date with developments in education and governance more broadly.



Initial mandatory training includes:

- Academy governor induction
- Safeguarding
- Cyber security and data protection
- Prevent

Building shared understanding and knowledge sharing across the federation

It is vital that knowledge and learning is shared across local governing bodies and the federation board – one of the key aims of the federation is to strengthen collaboration and build partnerships across the federation and with the local community. To facilitate this, there will be some cross-federation networking sessions, e.g. for safeguarding and SEN link members, and for chairs. There will also be summaries of local governing body meetings and federation board meetings shared so that all can build an awareness of what is happening across the federation and avoid duplication as much as possible.

Local Governing Body members' term of office

The term of office for any local governing body member is intended to be four years. Subject to remaining eligible a coopted member may be reappointed for a further term.

Requirements on appointment

Prospective local governing body members will be subject to the pre-appointment checks applicable to all members including sign the code of conduct and annual declaration form, as well as an enhanced DBS check and references.

Declarations of interest will need to be made both at the outset and then on an ongoing basis, should anything change or should a decision is being made at a meeting, where a local governing body member may be effected personally or financially, directly or indirectly.

More information

If you have any questions about the roles of elected staff local governing body member or governance of the federation please contact Mel Greener, Governance Professional and she will be happy to help. Her email is governance@lsfed.com.

We hope you have found this information useful. We would value any feedback and suggestions about the roles and the scheme of delegation – please email the governance professional in the first instance.

If you wish to apply for a co-opted governor role, please remember to submit your application [via the website](#).



Appendix 1

Our values and our schools



Our Core Values are:

- Ambition
- Inclusivity
- Collaboration
- Excellence

The Leathersellers' Federation of Schools

- We transform the lives of children and young people in our local area by supporting them to achieve success through education.
- The size and ethos of our schools mean we know each of our pupils personally, creating a safe, supportive and welcoming learning environment.
- We are an inclusive Federation. We value and celebrate diversity and want everyone to feel they belong, make the most of their particular talents, and achieve success in all its different forms.
- We expect our students to be aspirational and ambitious, academically, socially, creatively and in sport.
- We value creativity and wellbeing alongside academic achievement.
- We equip our students with the tools to make positive contributions and become responsible, independent, democratic citizens prepared for the future.
- We value the individual character of our schools.
- We aim to be the employer of choice for all staff by providing excellent research-led learning and development opportunities.
- We are stronger together; all member schools contribute to and benefit from the collaboration and support of the Leathersellers' Federation of Schools.

www.leathersellers-federation.com

 @LSfederation



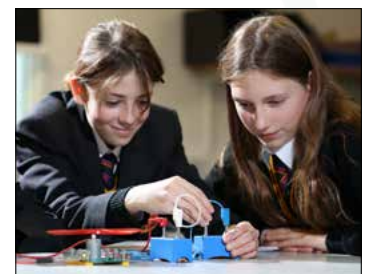


Prendergast Ladywell School

- Prendergast Ladywell School is a co-educational 4-16 school giving young people in our local community an excellent education and the ability to achieve outstanding outcomes.
- We are a school that CARES; where Community, Ambition, Resilience, Effort, and Success are valued, all within a safe, supportive, and inclusive learning environment.
- We believe that all our students can Achieve Excellence; it is the motto written on the badge of every student in the school. Our reflective, committed teachers and support staff provide high-quality teaching and an enjoyable and challenging curriculum, with a wide range of enrichment activities.
- Our school ethos is underpinned by the strong relationships within our community, built on the foundation of compassion, equity, and mutual respect. This gives our members a sense of belonging and the freedom to develop into the best versions of themselves.
- We are stronger together - we contribute to and benefit from the collaboration and support of the Leathersellers' Federation of Schools.

www.prendergast-ladywell.com

 @Prendergast_PLS





Prendergast School

- Prendergast School is a small inclusive girls' school with a mixed Sixth Form. Young people from our diverse local community receive an exceptional education in a safe, stimulating and supportive learning environment.
- We have high aspirations for our students and believe they all have the right to succeed both academically and personally. An ambitious, inclusive curriculum equips them with the knowledge and skills to be successful in the modern world.
- We celebrate and promote creativity including exceptional opportunities in music for our young people.
- Prendergast School provides high-quality teaching through our enthusiastic and highly committed teachers. Our staff are positive role models who support and foster a love of learning in our students, enabling excellent academic outcomes.
- Prendergast School is a place where people are valued, thrive and make positive contributions. This is achieved through the strong relationships shared by all members of our community, built on the foundations of Truth, Honour, Freedom, and Courtesy.
- We are proud to be part of the Leathersellers' Federation of Schools, and through collaboration we believe that we are stronger together.

www.prendergast-school.com

 @PrendergastSch1



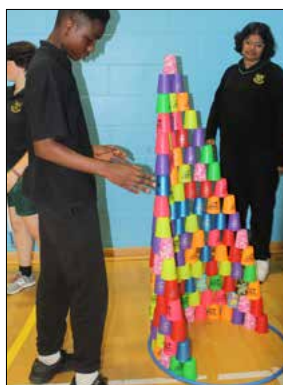


Prendergast Vale School

www.prendergast-vale.com

 @ValePrendergast

- Prendergast Vale is a small school within a big community. As a member of the Leathersellers' Federation of Schools, we are stronger together. We believe all our pupils can achieve success in life by working hard and being kind.
- Our subject specialists design engaging and high-quality curricula that enable our pupils to reach their academic potential and develop a thirst for learning. As a result, they will become confident, resourceful and independent learners who can pursue their ambitions and attend university if they wish.
- We encourage pupils to value their education at Prendergast Vale and we equip them to achieve and excel in life after school. They leave our care as responsible, motivated young adults who are eager to make positive contributions to society.



Restrictions and requirements to serve as a local governing body or federation board member (trustee)



Alongside certain requirements, there are certain restrictions that prevent people holding or continuing to hold office as a local governing body or federation board (board of trustees) member. These are as follows:

- A person must be aged 18 or over at the date of their election or appointment.
- No student of any of the Federation schools shall be a member of the local governing body or federation board.
- A person can be a member of either the local governing body OR the federation board – they cannot hold both posts
- A person may not be a member of more than one local governing body even if they have children at different schools within the federation
- A person shall be disqualified from holding office or continuing to hold office if:
 - they become incapable by reason of illness or injury of managing or administering their own affairs
 - they are absent without the permission of the local governing body or trustees from all their meetings held within a period of six months, and the trustees resolve that their office be vacated
 - they have been declared bankrupt and/or their estate has been seized from them
 - possession for the benefit of their creditors and the declaration or seizure has not been discharged, annulled or reduced or
 - they are the subject of a bankruptcy restrictions order or an interim order
 - they are subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986; or
 - they are subject to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order)
 - they cease to be a trustee/LGB member by virtue of any provision in the Companies Act 2006
 - they are disqualified from acting as a trustee/governor by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision); or
 - they are otherwise found to be unsuitable by the Secretary of State
 - they have been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which they were responsible; or to which they are privy; or which they, by their conduct, contributed to or facilitated
 - they have at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 of the Charities Act 2011



The Leathersellers' Federation of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and



volunteers to share this commitment. Appointment to trustee or LGB member positions will be subject to enhanced Disclosure and Barring Checks, Section 128 checks and social media checks.

On appointment, all federation board and local governing body members will be required to agree and abide by a code of conduct.



