

The Children's Trust School

Governor

Recruitment Pack



Information Pack

Recruitment of Governors for the Governing Body of The Children's Trust School

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Introduction from Launa Randles, Headteacher

Dear Applicant,

Thank you for your interest in becoming a Governor at The Children's Trust School (TCTS).

The Children's Trust School is registered as a non-maintained special school set in beautiful 24-acre grounds of The Children's Trust.

We support children and young people aged 2-19 providing day and residential education for young people with a wide range of complex education, health, therapy, and care requirements admitting pupils from across the southeast and beyond, including Surrey, London and the Home Counties

As specialists in our field, we are able to support children with:

- Neurological disorders including degenerative conditions
- Brain injury
- Global developmental delay or profound and multiple learning difficulties
- Severe learning difficulties
- Sensory impairments (visual, hearing, multisensory)
- Complex health and medical needs;
 - tracheostomy
 - assisted ventilation
 - complex medication regimes
 - epilepsy, and
 - Children considered palliative

The school and residential provision host a large multi-disciplinary team working collaboratively. On site professionals include:

- Teachers (including those qualified in Early Years, visual impairment and multisensory impairment);
- Qualified professionals trained to deliver Sounds of Intent (music)
- Yoga specialists
- Positive behaviour support
- Therapists (including occupational therapists, physiotherapists, speech and language therapists, music therapists and multi-disciplinary technicians)
- Play and leisure specialists
- Medical staff (including doctors and consultants)
- Nurses (including paediatric and learning disability)
- Children's support assistants
- Social work team
- Advocacy service
- Critical care response team
- support staff (including specialist teaching assistants and care staff)
- Educational psychologists
- Many visiting professionals that support the curriculum and bespoke projects.



By placing the children and young people at the heart of everything we do, and working in partnership with parents and carers, we enrich each child's quality of life by promoting their intellectual, physical, emotional and social development, both during the school day and beyond.

We recognise that every child is unique and therefore personalise our approach for each of them.

We deliver our curriculum in an integrated, holistic and age-respectful way to support children and young people to achieve their full potential in meaningful ways with the intent being to teach each child to acquire skills in communication and to learn sense of agency i.e., control over their actions.

We have a range of specialist facilities designed for children with education, health, therapy and care needs and plan enrichment activities that respond to individual needs and preferences.

The physical environment of The Children's Trust School and residential care are appropriate and responsive to meet the needs of the children attending our School.

This includes relevant equipment such as that for hoisting and changing, including height adjustable and visually adaptable equipment.

Facilities within The Children's Trust School include:

- Classrooms with ensuite bathrooms
- Medication preparation room
- Medical suite
- Clinical / treatment room for visiting clinics i.e., orthotics
- Multi-sensory rooms in each classroom
- Music hub

Additional facilities on-site for children and families to enjoy include:

- Parent accommodation (access is subject to availability)
- A state-of-the-art aquatics therapy pool
- Playground equipment
- Nature trail
- Woodland walk
- Residential houses
- 24-acre site
- Respite provision
- On-site x-ray facility
- Outdoor musical instruments
- Sensory gardens and rooms
- Maze
- Wheelchair-accessible treehouse
- Basketball area
- On-site transportation team
- On-site accessible canteen open for families to enjoy.



We are immensely proud to lead and work with a team of people who have a wealth of experience in special educational needs and who embrace and share the school's mission and onward vision.

Mission:

To support children to live the best life possible achieving excellence in EHTC

Vision:

The Children's Trust School will be a growth orientated, National Centre for children and their families – with all environments promoting innovative, researched best practices through visionary, integrated EHTC

The Last Ofsted Inspection took place in September 2023 the overall effectiveness of 'Outstanding'.

The school continues to strengthen its expectations and ambitions on behalf of its stakeholders.

We therefore seek Governors equally interested in continuing this journey with us to support the future development of the school.

I hope very much that you will consider seriously this opportunity to contribute to our future.

Yours faithfully,

Launa Randles
Headteacher



Board of Trustees – 2024

The Board of Trustees has overall responsibility for the governance of The Children's Trust School. The Board consists of individuals who have the skills, competencies and perspective needed to govern the organisation.

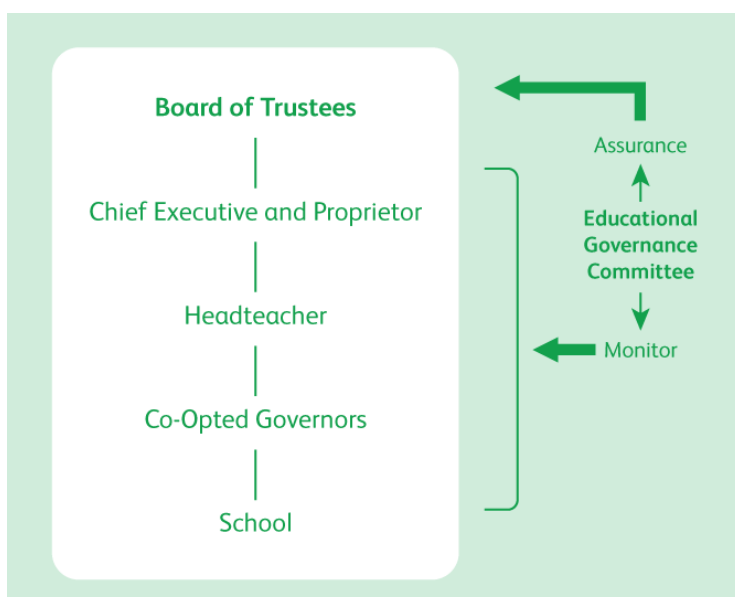
Senior Leadership Team - 2024

The leadership team is responsible to the Trustees for strategic planning and operational running of The Children's Trust School and delivering the objectives within budgets agreed by the Trustee Board. It currently includes the following posts:

- Chief Executive – Mike Thiedke
- Director of Nursing & Quality – Sian Thomas
- Medical Director & Consultant Paediatrician – Dr. Vijay Palanivel
- Director of Finance – Steve Harris
- Director of Resources – Mike Maddick
- Director of Fundraising & Communications – Michelle Martin
- Director of Therapies & Education – Melanie Burrough

Educational Governance Committee (EGC)

- The Children's Trust School "The School" is run by The Children's Trust charity (charity registered number 288018) ("the Charity") The appointed proprietor of the school is the Chief Executive of the Charity, who shall ensure that the school is correctly approved and administered under Section 342 of the Education Act 1996.
- The school is a Non-Maintained Special School ("NMSS") and as such the Board of Trustees of the Charity has ultimate legal accountability for the school and how it operates. In order for it to effectively discharge those responsibilities it has established various sub-committees, including the Educational Governance Committee ("EGC").
- The EGC shall operate in accordance with the provisions of these Terms of Reference and such other terms as the Board of Trustees shall determine from time to time.
- The EGC plays a key role in supporting educational excellence at the School and the Charity, in furtherance of the Charity's objectives. Members of the committee will be referred to as Governors.
- The following is a diagrammatic representation of the school governance:





Educational Governance Committee

The School Governing Body has responsibility for the governance of the school and reports to the Board of Trustees, as a sub-committee.

The Children's Trust School Educational Governance Committee (The Children's Trust School Governing Body) meets termly and is made up of representatives from the community, parents and school staff.

It comprises of:



Toby Mullins
Trustee and Chair of Governors
Responsible for Safeguarding



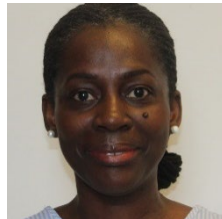
Tim Davies
Vice Chair Trustee and Governor



Mike Donald
Community Governor



Mike Thiedke
CEO & Proprietor Governor



Sylvia Kusi-Appouh
Parent Governor



Molly Ramsey
Staff Governor

Governors by virtue of office



Melanie Burrough
Director of Therapies and Education



Launa Randles
Headteacher



Responsibilities Delegated by the Board to the School Governing Body

- The school's governing board (EGC) is responsible for providing confident and strategic leadership, and creating robust accountability, oversight and assurance for the school's educational and financial performance. The EGC is passionate about education and committed to continuous school improvement to ensure the best possible outcomes for our pupils.
- Through monitoring and reviewing the quality, standards and development of education and learning at the school and pupil assessment and achievement as set out below, the EGC provides assurance to the Board of Trustees on the performance of the school.
- It makes recommendations to the Board of Trustees in pursuit of the above, including strategic planning and addressing shortfalls in performance.
- As well as its specific governance role, the EGC also supports, enriches and adds value to the life and work of the school as an integral part of the Charity.
- The Chief Executive of the Charity, to whom the reports, is accountable to the Board of Trustees for the performance of the school.
- The school operates within the policies and procedures of the Charity, which shall address the needs of the school.
- Through the minutes of the EGC, the Chair of the EGC shall ensure that the Board of Trustees is fully informed of all matters relating to the operation and performance of the school

Purpose and Role

2.2 Leadership & Management

- The EGC shall monitor and review the work of the school and provide assurance (or highlight where there may be areas for improvement) that:
 - the ambitions that the Charity has for pupil achievement and the school as a whole are reflected in the school plans including any three-year plans and budgets approved by the Board of Trustees
 - the achievements measured by the school are robust and used to provide feedback on the school's performance and inform the school plans
 - the school plans meet the aspirations for the school as determined by the strategy of the Charity and meets educational regulatory requirements
 - that risks to educational outcomes have been identified and mitigated
 - the overall objectives of the school in respect of teaching and learning are being met
 - the outcomes of all inspections, audits and reviews in respect of educational matters are actioned
- The EGC shall contribute to and review delivery of the School Development Plan and consider any surveys or research work conducted having bearing on the educational wellbeing of pupils
- The EGC shall act as a 'critical friend' to the Chief Executive and school management, providing a sounding board for any strategic and organisational developments proposals which affect the school.
- The EGC shall liaise with Ofsted as required
- The Chair of the EGC will support the Chief Executive with the appointment and performance appraisals of the Head teacher
- The EGC provide minutes of meetings, reports and submissions in a timely manner to the Board of Trustees in respect of educational matters and the performance of the school.



2.3 Raising Pupil Achievement

- The EGC shall monitor and review and provide assurance (or highlight where there may be areas for improvement) that:
 - Pupils are able to develop their potential through the education provided by the school
 - The pupil assessments used are relevant, robust and can be used to ensure pupils learning targets support their development
 - The curriculum as a whole is relevant, challenging and appropriate for the children at the school and meets regulatory requirements

2.4 Quality of Teaching

- The EGC shall monitor and review and provide assurance (or highlight where there may be areas for improvement) that:
 - the staffing capacity and capability of the school and
 - the professional training and development of teaching staff are sufficient to deliver the required learning outcomes and the overall objectives of the School Development Plan

2.5 Behaviour & Safety of pupils

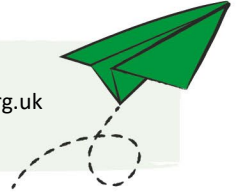
- The EGC shall monitor and review and provide assurance (or highlight where there may be areas for improvement) that:
 - levels of pupil engagement are high, and the teaching is appropriate to best challenge and develop pupils
 - Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare – as stated in Part 2 KCSIE
 - the Charity's safeguarding policies and processes as monitored by the Clinical Governance and Safeguarding Committee ("CG&SC") are appropriate for the school
 - the school is secure, the premises are clean and safe and appropriate risk assessments are in place
 - designated safeguard lead and deputies have been appointed
 - the learning outcomes of reported incidents are implemented
 - policies, practices and procedures in respect of education are relevant, up to date and are being complied with

In order for the EGC to monitor the safety of children at the school, the EGC shall be supported by the CG&SC reviewing and monitoring the information contained in the Head teacher's report which shall adequately reflect the status of safeguarding at the school.

- Assist the Board of Trustees with any site development or accommodation proposals to ensure they will meet educational requirements.

2.6 Communication, information and governance

- The EGC shall monitor and review and provide assurance (or highlight where there may be areas for improvement) that:
- The charity has the policies that governing bodies and proprietors of non-maintained special schools are required to have by law
- Parental, staff and other stakeholder engagement, consultation and feedback processes are robust, and that outputs and outcomes are actioned as appropriate, and that Trustees are aware of feedback in respect of the school



- Through its meetings, the Board of Trustees shall ensure that communication channels and information flows to and from other sub-committees at the Charity are working well and that they are therefore well informed as to the progress of the school in any decision making
- In liaison with the Appointments Committee, Chief Executive and Head teacher, oversee the appointment of Governors to the EGC as detailed in the appended standing orders
- The EGC will, at least annually, review its performance, composition and skills in order to embed learning and continually improve
- Governors shall be required individually to visit the school and the Committee shall consider the reports of such visits at its meetings

3. Composition

The EGC will comprise at a minimum of:

- The Director of Therapies and Education/ headteacher (whom represent school for the CG&SC)
- The CQC and Ofsted Care Registered Manager (who is also a member of the CG&SC)
- One nominated Local Authority (LA) representative
- Minimum of one and maximum of two Staff Representatives
- Up to two Parent Representatives
- Up to four Representatives nominated by the Board of Trustees (including the Chair of EGC and the Chief Executive)
- As deemed necessary, the appropriate co-opted representatives, at least one of whom shall represent the local community / The Children's Trust community

Please note that the constitution is under review and may alter

The EGC can appoint associate members to serve on one or more EGC committees. Associate members have the right to attend full EGC meetings but may be excluded from any part of a meeting where the business being considered concerns a member of school staff or an individual pupil. They are appointed for a period of between one and four years and can be reappointed at the end of their term of office. Associate members are not governors.

The definition of associate member is wide and pupils, school staff and people who want to contribute specifically on issues related to their area of expertise (for instance, finance) can be appointed as associate members.

No Governor may serve for a consecutive period exceeding the date of the EGC meeting following the ninth anniversary of their appointment.

Meetings of EGC will also be attended by the Director of Finance of the Charity.

Each Governors representative will normally serve for a period of four years (save the LA representative and ex officio members) but can be reappointed for a further four-year terms, but no longer than 8 consecutive years.



The Children's Trust School Governor Role Description

A nominated or appointed Governor's term of office is normally 4 years and can be renewed for a further 4 years. An elected Governor's term is two years after which the Governor may stand for election for a further 2 years.

Governor responsibilities:

All Governors are expected to play their part in contributing to the overall work of the Governing body. Our main aim is to support the school in raising standards for all pupils.

This involves:

- Providing a strategic view for the school;
- Acting as a critical friend; and
- Ensuring accountability.

Each individual Governor has a responsibility, working alongside other members of the Governing Body, to the pupils and staff of the school, the school's wider community and where they are representatives, to their particular constituency (parents; staff; Local Authority).

Although some Governors may present particular constituencies, they are not delegates of that group.

Responsibilities include:

- determining aims, policies and priorities of the school;
- setting targets (statutory and where appropriate);
- monitoring and evaluating the work of the school;
- securing high levels of attendance;
- ensuring that all children in the school have access to a broad and balanced curriculum which is suitable to age, aptitude and ability, which prepares them for adult life;
- ensuring the health and safety of pupils and staff.

In order to meet these responsibilities in an efficient and effective manner, the Governing Body will work with senior management. This reduces the focus on individual Governor responsibilities while allowing a more strategic overview and evaluation of school performance for the full Governing Body.

Frequency of Meetings

The EGC will usually meet termly in sufficient time before any meeting of the Board of Trustees to enable effective reporting and communication.

Management of the Committee and Membership

Appendix 1 outlines how the EGC will be administered and the processes which will be followed in respect of appointments and meetings.



Appendix 1

Terms of Reference - Educational Governance Committee

1. Purpose

The Educational Governance Committee (“EGC” or “Committee”) is a formal sub-committee of the Board of Trustees (the “Board”) of The Children’s Trust (“the Charity”). Although accountability for statutory compliance; strategic, financial and educational performance of the School ultimately rests with the Board, the EGC has delegated authority to act as the de facto “governing body” of The Children’s Trust School. The EGC’s remit and the limits of its authority are determined by the Board and set out in this terms of reference.

2. Scope and Objectives

The scope and objectives of the Committee are informed by UK legislation and statutory guidance from Department for Education as referenced later in this section.

These Terms of Reference have been drafted to:

- ensure that the School’s governance arrangements comply with regulations for Non-Maintained Special Schools (England) Regulations 2015 (NMSS) and subsequent guidance¹;
- align with the Charity’ overall management and governance arrangements;
- provide a clear and explicit framework that supports members of the EGC in fulfilling their responsibilities effectively.

The table below sets out the delegation of key school governance responsibilities by the Board to the EGC and its other committees and the integrated governance between these. It is not intended to be an exhaustive list of all duties and responsibilities. Appendix 1 sets out a fuller list of delegated governance responsibilities from the board to all of its committees as a reference.

| The Children’s Trust Board of Trustees (legal accountability for The Children’s Trust School) | | |
|--|---|---|
| EGC (de facto School “governing body”) | FFGPC ² | CG&SGC ³ |
| Sets the vision, ethos and strategy for the School (aligned with the Charity’s overall vision ethos and strategy). | Approves the School budget and monitors high-level financial performance. | Monitoring compliance with the Children’s Homes Regulations 2015, including ensuring education continues throughout the waking day. |
| Holds the leadership team to account for: i) safe, effective and efficient staffing ii) adequacy of safeguarding arrangements, including around the PREVENT duty | Oversight of the appropriate management (including security and safety), maintenance and development of the School, CFS premises. | Monitoring the adequacy of safeguarding arrangements for <u>all</u> children and young people, including residential and day school pupils. Providing an update to the EGC on these arrangements in respect of all school pupils. |

¹ Guidance, Non-maintained Special Schools Regulations [Department for Education](#) 21 August 2015

² Finance, Fundraising & General Purposes Committee

³ Clinical Governance & Safeguarding Committee



| The Children's Trust Board of Trustees (legal accountability for The Children's Trust School) | | |
|---|--|---------------------|
| EGC (de facto School "governing body") | FFGPC ² | CG&SGC ³ |
| iii) regulatory compliance (see list off relevant regulations later in this section) | | |
| iv) effective management of risk | | |
| Monitors the safety, security and fitness for purpose of the School premises, equipment and procurement processes, seeking assurance over the same from the FFGPC from time to time. | Oversight of the appropriate procurement, servicing and maintenance of all equipment and medical devices deployed across the School and CFS. | |
| Makes recommendations to the FFGPC on the School's annual budget (non-residential elements). | Oversight of the policies and procedures in place for the safe recruitment, training and development and remuneration of School staff. | |
| Oversees the financial performance of the School against its budget (excluding the residential care element) and ensures its money is well spent. The EGC shall update the FFGPC on the School's financial performance. | | |

The EGC's primary role is to provide non-executive leadership, at a strategic level, working alongside the Director of Education and senior leadership of the School.

All decisions of the Committee shall be made in the interest of the safety and welfare of the children and young people.

The Director of Therapies and Education and senior leadership are responsible for the educational performance of the School and for the internal organisation, management and control of the School, which includes the performance management of staff. The Committee's role is to hold the Director of Therapies and Education and senior leadership team to account for exercising their professional judgement in these matters and for the performance of all of their other duties. However, the Committee may need to intervene in operational matters, if a circumstance arises where, because of the actions or inactions of the Director of Therapies and Education and senior leadership, the School may be in breach of a duty.



The EGC shall also hold the Director Education and leadership of the School to account for compliance with key statutory duties, guidance and regulatory frameworks, including:

- Children's Act 2004
- Childcare Act 2006
- Keeping children safe in education (DfE 2021)
- Working together to safeguard children (DfE 2018)
- Education Act 2011
- The Non-Maintained Special Schools (England) Regulations (DfE, 2015)
- The Children's Homes (England) Regulations 2015
- Health and Safety at Work etc. Act 1974 (HSWA)
- Equality Act 2010
- EYFS framework
- Department for Education statutory guidance including the Governance Handbook

3. Membership

3.1 All members of the EGC are volunteers either appointed or elected by the Board of Trustees, on the recommendation of the Board in consultation with the Chair of Governors.

3.2 The EGC shall be made up of a minimum of nine members ("Governors") including;

- The Chief Executive of the Charity ("**Proprietor**") by virtue of his office.
- At least three trustees of the Charity ("**Trustee Governors**"), including the Chair of the CG&SGC to ensure integrated governance across EGC and CG&SGC. The Chair of the Board of Trustees should not be a governor and;
- The **Headteacher** and **Director of Therapies and Education**, by virtue of their office.
- One, and only one, local authority ("**LA Governor**"). The LA Governor does not need to work for the local authority to be eligible to be nominated but a Staff Governor may not be appointed as a local authority governor.
- One, and only one, member elected by teachers at the school from among their number ("**Staff Governor**"). The Staff Governor must be employed by the School (i.e. under a contract of employment) at the time of election and must step down either at the end of their term or when they cease to be employed, whichever is sooner.
- At least one member elected by, or appointed to represent, parents of children and young people at the School ("**Parent Governor**"). Any parent or person with parental responsibility, or a carer of, a registered pupil at the School at the time of election can stand as a parent governor. Parent Governors can remain in office until the end of their term, even if their child leaves the School.
- As many other "**Co-opted Governors**" (or "Community Governors") as the EGC considers necessary – these being volunteers from the local community who, in the opinion of the Committee, have the skills and experience required to contribute to the effective governance and success of the School.

3.3 When appointing members and reviewing their training needs, consideration shall be given to the requisite knowledge, skills and behaviours for effective governance, as set out in the Department for Education's guidance: "*A Competency Framework for Governance*".

3.4 Appointments for all categories of governors shall be for a fixed term of four years which may be extended for up to two additional three-year periods, provided that the requirements in 3.2 continue to be met.

3.5 Only members of the Committee have the right to attend Committee meetings. However, Directors and relevant others will be invited to attend meetings as and when appropriate.



- 3.6 The Board of Trustees shall appoint the Committee Chair. In the absence of the Committee Chair, one of the remaining members present shall elect one of themselves to chair the meeting.
- 3.7 The Chair, with support from the Clerk, is responsible for ensuring the effective functioning of the EGC and has a vital role in setting the highest of expectations for professional standards of governance. It is the Chair's responsibility to give the EGC clear leadership and direction, keeping the Committee focused on its core functions.

4. Clerk to Governors

The Clerk is the EGC's governance professional and shall be appropriately remunerated to undertake the role. The Clerk shall be appointed directly by the EGC.

The role of a Clerk is to support EGC to understand its role, functions and legal duties, providing clear impartial advice, enabling and facilitating strategic debate and decision making.

The Clerk will support the Chair and EGC with organising meetings, both in person or virtually, circulating papers and taking a note of meetings.

The or senior leadership of the School cannot act as a Clerk. In the absence of a Clerk at a meeting, a Governor (who is not any of the above but has the necessary skills and knowledge), can step-in for the purposes of that meeting, but this should not happen on a regular basis.

5. Quorum

- 5.1 The quorum necessary for the transaction of business shall be four members, to include at least two trustees.
- 5.2 Decisions of the committee are made by a majority of the votes of the governors present and voting on the decision in question.

6. Frequency of meetings

- 6.1 The Committee shall meet four times a year at appropriate intervals as required
- 6.2 Outside of the formal meeting programme, the Committee Chair will maintain a dialogue with key individuals involved in the governance, including the Chair of Trustees, Chief Executive, and the Chair of the Clinical Governance and Safeguarding Committee.

7. Notice of meetings

- 7.1 Meetings of the EGC shall be called by the Clerk to the Governors
- 7.2 Unless otherwise agreed, notice of each meeting confirming the venue, time and date together with an agenda of items to be discussed, shall be forwarded to each member of the Committee and any other person required to attend no later than seven working days before the date of the meeting. Supporting papers shall be sent to Committee members and to other attendees, as appropriate, at the same time.

8. Minutes of meetings

- 8.1 The Clerk shall minute the proceedings and decisions of all Committee meetings, including recording the names of those present and in attendance.
- 8.2 Draft minutes of Committee meetings shall be circulated to all members of the Committee. Once approved, minutes should be circulated to all other members of the board and the Company Secretary unless, exceptionally, it would be inappropriate to do so.



9. Duties

The committee will discharge its duties as set out below:

9.1 STRATEGY AND PLANNING

- To review the School's educational offer and make recommendations to the Board of Trustees, taking into account the changing needs of pupils in the context of relevant national legislation and policy and the Charity's overall strategy and policy.
- To review and approve the School's Self Evaluation Framework and School Development Plan in the context of the organisational strategy, education model and approach.

9.2 EDUCATION POLICY AND QUALITY

- To ensure compliance with the Quality Assurance framework and all relevant policies approved by the Board of Trustees and its sub-committees.
- To review and approve or note the policies listed in Schedule 1 as indicated.
- To monitor the effective implementation of School-specific and other organisational policies required to achieve continuous improvement in the School's performance and to enable it to deliver its strategic objectives.

9.3 EDUCATIONAL PERFORMANCE

- To provide scrutiny of performance against the School Self Evaluation Framework and School Development Plan and make decisions on action required.
- To consider surveys and quality assurance reports, assess the effectiveness of the associated plans intended to achieve and maintain internal and external standards and ensure appropriate remedial action where necessary.
- To work with the Clinical Governance & Safeguarding Committee and ensure that education continues throughout the waking day for the residential pupils.
- To consider OFSTED inspection and other external monitoring reports; and subsequent development or improvement plans.

9.4 FINANCIAL PERFORMANCE

- To set the annual education budget for the School and make recommendations to the Finance, Fundraising and General Purposes Committee.
- To oversee financial performance of the School⁴ against budget and ensure public money and charitable funds are well spent.

9.5 SAFEGUARDING

- The Committee shall provide strategic leadership in the development and monitoring of the School's safeguarding arrangements, having regard to Keeping Children Safe in Education (KCSIE) policies.
- Ensure that there are effective safeguarding policies, procedures and training in place and monitor compliance with these.
- Ensure there are early warning systems in place to identify welfare concerns about a child or young person, additional needs they may have and indicators of possible abuse, neglect or other wider safeguarding concerns.

⁴ excluding the residential elements



- The Committee shall ensure that a member of the senior leadership is designated to take responsibility for safeguarding and child protection, the “Designated Safeguarding Lead” (DSL).
- EGC shall review the School’s safeguarding reports and those prepared for the Clinical Governance & Safeguarding Committee and make decisions on actions required, where appropriate, in line with Group Safeguarding policy.
- The Director of Therapies and Education, headteacher shall attend the Clinical Governance & Safeguarding Committee and the Chair of EGC shall attend the Safeguarding section of the meeting.

9.6 COMMUNICATIONS AND ENGAGEMENT

- To approve the School’s communication and engagement plans with key stakeholders (including pupils, parents/carers, staff, commissioners and the local community) and to monitor and evaluate its implementation.
- To approve the School prospectus, handbook and SEN Information Report.
- To oversee complaints about the School in line with The Children’s Trust’s overarching policy.

9.7 REGULATORY COMPLIANCE

- The Committee shall monitor the effectiveness of systems and controls in place to ensure compliance with regulations and statutory guidance, including but not limited to all those referenced in this terms of reference.
- The Committee shall designate one of its members as the Health & Safety Lead for the School and receive reports on health and safety risk management and compliance.

9.8 RISK AND CONTROLS

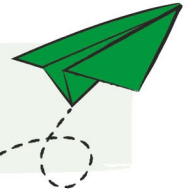
- To review the School’s risk register termly, to identify areas of risk relating to the service and reputation, making decisions on actions required where appropriate.
- To review the School’s Behaviour, Welfare & Safety Report and make decisions on actions required in line with The Children’s Trust Health and Safety policy.

9.9 GOVERNANCE

- To appoint Staff, Parent, Local Authority and other governors.
- To establish any sub-committees of the EGC as the Committee deems appropriate and to approve their terms of reference. Members of sub-committees must include at least one trustee and one other member of the EGC or otherwise have the Charity Board’s approval.
- Annually, to review its own effectiveness as a Committee, develop and implement a governance development plan and advise the Board of Trustees regarding any further support or changes needed.

9.10 OTHER

- To contribute to the Director of Therapies and Education’s School appraisal via the Chair of the EGC
- To consult the Board of Trustees at an early stage where a substantial policy change is under consideration; where there is a significant departure from custom and practice; or where a decision may give rise to substantial business, financial, legal or other risk.
- To escalate to the EGC any issues/ concerns which might reasonably be expected to expose the charity to significant reputational, business, financial, legal or other risk.



10. Reporting responsibilities

- A written report should be agreed between the Director of Therapies and Education and EGC Chair and be made available to members of the EGC seven days before any planned meeting.
- The EGC Chair shall report formally to the Board on its proceedings after each meeting on all matters within its duties and responsibilities and shall also formally report to the Board on how it has discharged its responsibilities.
- The EGC shall make whatever recommendations to the Board it deems appropriate on any area within its remit where action or improvement is needed.
- The EGC shall compile a report on its activities to be included in the charity's annual report, to include:
 - The governance arrangements that are in place, including the remit of any sub-committees of the EGC;
 - The attendance record of individual governors at the EGC and any sub-committee meetings; and
 - An assessment of the effectiveness and impact of the EGC and its sub-committees, with details of any particular challenges that have arisen.

11. Other matters

The committee shall:

- Have access to sufficient resources in order to carry out its duties, including access to the company secretariat for advice and assistance as required.
- Be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.
- Give due consideration to all relevant laws and regulations, and published guidance, the requirements of key regulators and regulations, as appropriate.
- Oversee any investigation of activities which are within its terms of reference.
- Work and liaise as necessary with all other Board committees ensuring interaction between committees and with the Board is reviewed regularly, taking particular account of the impact of risk management and internal controls being delegated to different committees.
- At least annually, review its constitution and terms of reference to ensure it is operating at maximum effectiveness and recommend any changes it considers necessary to the Board for approval
- Ensure that members adhere to the organisations code of conduct and any values and ethics established by the organisation. It is the responsibility of committee members to disclose any conflict of interest or appearance of a conflict of interest to the committee. If there is any question as to whether EGC member(s) should recuse themselves from a vote, the Committee should vote to determine whether the member should recuse himself or herself.
- Members of the Committee must declare pecuniary interests and the EGC should decide whether this represents a conflict such that the member should withdraw from discussion and/or decision making

12. Authority

- The Committee's authority and powers are limited by The Children's Trust's Matters Reserved for the Board and Delegation of Authority policy
- The Committee may seek any information it requires from any employee of the company in order to perform its duties.
- At the company's expense, the Committee may obtain independent legal, accounting or other professional advice on any matter if it believes it necessary to do so.
- Call any employee to be questioned at a meeting of the committee as and when required.



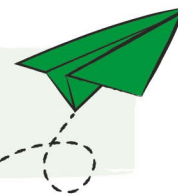
Appendix 1 – Delegation of Key Responsibilities by the Board to its Committees

Key: L = Lead (denotes lead committee); R = Responsible (narrower scope than the lead committee); I = informed/ maintains oversight)

Note: the greater the number of "R"s and "I"s in the grid for a given area of responsibility, the greater the communication and collaboration that will be required between committees in order to achieve integrated governance.

| Area of Responsibility | Committees of the Board of Trustees & TCT's Subsidiary | | | | | | | | | |
|---|--|-----------------------------|--|----------------------------------|-----------|----------|--------|------------|-----------|--------------|
| | FFGP | EGC | CG&SGC | ARC | Invest Co | Research | Rem Co | Appoint Co | New Build | Trade Co Ltd |
| Process of appointments to- and retirements from the board of trustees | | | | | | | | L | | |
| Advise board on honorary officer appointments | | | | | | | | L | | |
| Support and oversee appointment of Chief Executive and other members of SLT | | | | | | | | L | | |
| Financial strategy, annual business plan and budget | L | R (school budget, non-resi) | | | | | | | R | R |
| Investments strategy and policy | I | | | | L | | | | | |
| School strategy and business plan | | L | | | | | | | I | |
| Income generation strategy and execution (fundraising, retail, statutory, private and commercial) | L | | | | | | | | R | R |
| IT strategy and execution | L | | | | | | | | | |
| Financial performance | L | R (non-resi) | | | R | | | | R | R |
| Financial accounting and reporting, incl. approval of ARA | | | | L | | | | | | |
| Monitor quality and safety of service delivery and patient/ pupil outcomes (incl. through audit) | | L (excl. resi care) | L (incl. education provision on school houses) | | | R | | | | |
| Monitor safeguarding arrangements and compliance | L (People) | R (pupils & colleagues) | L (beneficiaries) R: (CFS colleagues) | | | R | | | | |
| Research strategy, execution and ethics | | | I | | | L | | | | |
| Monitor quality and safety of fundraising events and retail operation | L | | | | | | | | | R |
| Estates & facilities: safety, security, fitness for purpose and conservation (re: charitable objects) | L | R | R | | | | | | R | R |
| Procurement, supply chain management and asset lifecycle management | L | R | R | | | | | | R | R |
| Recommend capital programme to board and monitor delivery | L | | | | | | | | R | |
| Remuneration policies (pay, pensions and benefits) | I | | | | | | L | | | |
| Staffing and performance | L | R | R | | | | | | R | R |
| Training, development and supervision | L | R | R | | | | | | R | R |
| Regulatory compliance | | | | | | | | | | |
| - CQC Regs | | | L | | | | | | R | |
| - Children's Homes Regs (Ofsted Care) | | R (liaise with CG&SGC) | L | | | | | | | |
| -Healthcare professional bodies (GMC, NMC, HCPC) incl. doctor revalidation | L | | R | | | | | | | |
| -DoHSC: Research Governance Framework for Health & Social Care | | | | | | L | | | | |
| - Ofsted Education Regs | | L | | | | | | | R | |
| - Department for Education | | L | | | | | | | R | |
| - Education professional bodies/ regulators: Teaching Regulation Agency | L | R | | | | | | | | |
| - Charity Commission | R | | | L | R | | | | R | |
| - Fundraising Regulator | L | | | | | | | | R | |
| - Trading Standards & CMA ¹ | L | | | | | | | | | R |
| - Direct Marketing | L | | | | | | | | R | R |
| - Gambling Commission | L | | | | | | | | | |
| - Health & Safety & Fire Service (incl. food safety) | L | R | R | | | | | | R | R |
| - Data protection: UK GDPR | L | R | R | | | R | | | R | R |
| - Patient-confidential information (Caldicott Principles & GMC guidance) | | | L | | | R | | | | |
| -The Education (Pupil Information) (England) Regulations 2005 and guidance from DfE e.g. "Protection of biometric data" | | L | | | | | | | | |
| -Companies Act | | | | L | | | | | | R |
| -Employment & Immigration Law | L | | | | | | | | | R |
| -Environmental & Climate Law | L | | | | | | | | | R |
| -HMRC | | | | L | R | | | | R | R |
| Sustainability | L | | | | R | | | | R | R |
| Risk management | R | R | R | L (overall policy and framework) | | | | | R | R |
| Monitoring of effectiveness of governance, risk and internal control system, including via Internal Audit | | | | L | | | | | | |

¹ Competition & Markets Authority



Appendix 2 – Policies for Approval / Noting by the EGC

| Policy Name | For approval | For Noting |
|---|--------------|------------|
| Abusive Behaviour by Visitors | | Y |
| Accessibility Plan | Y | |
| Blended Diet for Enteral Feeding | | Y |
| Bullying, Intimidation, & Harassment at Work | | Y |
| Charging & Remissions Policy | Y | |
| Children's Equality Policy | Y | |
| Complaints policy (and School procedure) | Y | |
| Curriculum Policy | Y | |
| Data Protection | | Y |
| Declarations (Conflicts of Interest, Gifts & Hospitality) | | Y |
| Disciplinary | | Y |
| Disclosure Barring Service Checks Policy | | Y |
| Early Years Foundation Stage (EYFS) Policy and Procedures | Y | |
| Equity, Diversity & Inclusion | | Y |
| Expenses (re: governors allowances) | Y | |
| First Aid | Y | |
| Grievance Policy | | Y |
| Looked After Children | | Y |
| Medical Device & Equipment Management | | Y |
| Newly qualified teachers (NQTs) | Y | |
| Performance Improvement | | Y |
| Pupil Behaviour | Y | |
| Pupil Premium Policy | Y | |
| Safeguarding Children & Young People | | Y |
| Safer Recruitment Policy & Procedures | | Y |
| School Attendance Policy | Y | |
| School Governance | Y | |
| Security | | Y |
| Sex and relationships education Policy | Y | |
| Special Educational Needs & Disabilities (SEND) Policy | Y | |
| The Children's Trust School Admissions Policy | Y | |
| The Children's Trust School E-safety Policy | Y | |
| The Children's Trust School Positive Touch Policy | Y | |
| The Children's Trust School Premises Management Policy | Y | |
| Training & Development | | Y |
| Use of Electronic Devices | | Y |
| Visitors | | Y |



How to apply

To apply for a role, please send a CV and supporting statement or letter that addresses the criteria in the person specification. Please also include your reason and motivations for applying for this role.

Please complete a Skill Audit and return with your CV / application.

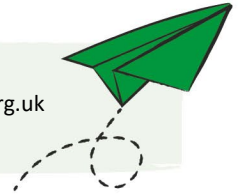
Please also complete and return the equal opportunities monitoring form. The information on the form will be treated as confidential and used for statistical purposes only. The form will not be treated as part of your application.

Finally, please ensure that you have included a landline and mobile telephone contact numbers and an email address, if applicable.

Applications should be returned to:

Email: lrandles@thechildrenstrust.org.uk
Address: The Children's Trust School
Tadworth Court, Tadworth, Surrey KT20 5RU
Tel: 01737 365810

The Children's Trust School will respect privacy of any initial approach or expression of interest in this role, whether formal or informal. For confidential discussion, please contact the Chair of Governors Toby Mullins on



Appendix 3 – Nomination Paper

Election of Governors

Please enter IN BLOCK LETTERS the name and address of the person being nominated for election:

Name: _____

Address: _____

Signature of person nominated: _____

Signature of proposer (if different to nominee): _____

Name and address in BLOCK letters of proposer (if different to nominee):

Personal Statement (maximum 250 words)

I wish to submit my nomination for the election of Parent / Staff / Community governor (Please highlight)

I confirm

- (i) that I am willing to stand as a candidate for election as a parent governor and
- (ii) that I am not disqualified from holding office for any of the reasons set out in the School Governance (Constitution) (England) Regulations 2012.

Signature

Date



Appendix 4 – Equal Opportunities Monitoring Form

Equal Opportunities Monitoring

The Children's Trust is committed to equality of opportunity. We wish to ensure the fair and unbiased treatment of all job applicants and therefore need to monitor the effectiveness of our policy.

Completion of this sheet is entirely voluntary, but we would be grateful if you would assist us by filling it in. The sheet will be separated from your application on receipt and kept securely with other similar forms. It will not be copied or shown to members of the selection panel during the selection process.

Please answer the question or tick the most appropriate box. Your answer will be treated as STRICTLY CONFIDENTIAL, and your anonymity will be kept, this is for monitoring purposes only.

1. Position applied for: _____
2. Date of Birth: _____ Age: _____
3. Sex: Male Female
4. Do you have a disability? Yes No
5. Please choose ONE section from A to E and tick the box that best describes your cultural background:
 - A White
 - British Irish Any other White background – please specify
 - B Mixed
 - White and Black Caribbean White and Black African
 - White and Asian Any other Mixed background – please specify
 - C Asian or Asian British
 - Indian Pakistani
 - Bangladeshi Any other Asian background – please specify
 - D Black or Black British
 - Caribbean African Any other Black background – please specify
 - E Chinese or other ethnic group
 - Chinese Any other – please specify



Appendix 5 - The Children's Trust Pupil Charter

The Children's Trust Pupil Charter:

Pupils' charter
I have the right to...

- Be taught in an exciting, stimulating, enjoyable and caring environment making sure I have fun.
- Be offered good quality education that is meaningful to me.
- Know that my feelings and emotions will be understood and supported.
- Always be included in any conversation about me.
- Be as comfortable as possible with good positioning to maximise my learning.
- Be listened to and have my personal preferences and/or feelings recognised including when I say no.
- Learn in an environment that is right for me.
- Be allowed my own time and space.
- Know you are present in the moment, connecting with me, giving me your complete attention and noticing any initiatives I may make.
- Be given privacy and respect when meeting my personal needs.
- Be given the opportunity to be occupied.
- Know that you will be patient respectful and calm when supporting me.
- Be given choices whenever possible.
- Support that is age respectful, that takes into account my chronological age alongside my cognitive stage of development.
- My voice being listened to and you advocating my wishes and concerns.
- Feel safe and secure at all times.
- Be given time to enjoy an activity and to learn from the situation without being rushed.
- Hear those around me talking positively with me about my family friends and/or carers.
- Always to be told what is about to happen to me and why.
- Expect you to take every opportunity to help me make sense of the world.
- Know I am respected, and valued as a person first.
- Have my food and drink presented in an appetising way, that is appropriate to my needs.
- Expect a certain level of routine and consistency of staff in order to give an ordered world to relate to.

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Appendix 6 - Our Promises

Our Promises

Our promises capture our strengths and aspirations. They guide the way we act, interact and come together to achieve our goals.

The journey we took to reach our Promises has been an important one. A highly collaborative and iterative process that has seen each word shaped by our people – our volunteers, employees, partners, trustees, and suppliers. Internally, and externally.

Perhaps most importantly, at the core of this process are our children, young people, and their families. This journey has given us a critical opportunity to give children and young people a voice. As a result, our promises have been genuinely enriched by them. That's because how

we work and carry out our role is as important as what we do, and that's why as part of The Children's Trust, we all need to live by our five promises.





Child first

We're dedicated to making sure children, young people, and their families are at the very heart of everything we do. Our work is rooted in the hopes and aspirations of the children and families we support. We are all united around our vision, 'to ensure all children with brain injury and neurodisability have the opportunity to live the best life possible'. And we never forget for some, we're a home away from home.

We promise to always:

- put children and young people first, seeking their views and sharing decision-making with them
- contribute to our community, making it warm, positive and fun
- connect meaningfully with children and young people, enriching their lives.



Aim high

We always aim for the highest possible standards and the biggest positive impact. We balance quality with a sense of exploration and innovation, looking inside and outside for inspiration. We create meaningful partnerships and embrace new ideas with energy. We have a responsibility, to children and young people, to the environment and to each other. And we understand that by being financially strong and sustainable as an organisation, we can grow our support even more. We take this very seriously, seizing every opportunity to improve what we do.

We promise to always:

- be curious and courageous, exploring new ideas
- think big, finding ways to add value and improve what we do
- focus on quality, act responsibly and use evidence to support our choice.



Care deeply

We are one team of employees, volunteers, partners and supporters. We build relationships and connect powerfully, showing genuine care for children and each other and approaching every interaction with compassion and kindness. We're stronger together when we collaborate. And we take pride in what we do, going above and beyond, celebrating successes, big and small.

We promise to always:

- be friendly and show genuine compassion
- connect and collaborate effectively inside and outside of our charity
- recognise and encourage each other, taking time to celebrate successes.



Be open

We're committed to creating an environment of trust, openness and transparency for our colleagues, children, young people and their families. We are good listeners and encourage others to speak up. We respect and value different views and contributions. We create a space that welcomes positive challenge and inspires everyone to be their best and play their part.

We promise to always:

- speak up confidently and look for solutions
- listen to others, sharing and receiving feedback in a positive way
- invite different views, respecting everyone's roles and contributions.



Own it

We all have a critical part to play in achieving our strategy, growth and ambitions, bringing together our diverse experience and expertise. We take every opportunity to learn from each other and our mistakes, always individually and collectively seeking to improve. We take ownership for our work, actions and development and are willing to step up and make decisions. We're committed and reliable in everything we do.

We promise to always:

- take responsibility, owning what we do and delivering on our promises
- set ourselves high standards and use our expertise across the charity
- grow from mistakes, taking every opportunity to develop and improve.