

To: all Parents/Carers

14 October 2022

Dear Parent/Carer

Nomination for Parent Trustees

I am writing to you to advise that there are vacancies for Parent Trustees at Taverham High School. In our school we have provision for two Parent Trustees and there is currently one vacancy, to begin immediately, and one required from the summer term.

The Board of Trustees, working alongside the Leadership Team, has overall responsibility for the strategic direction of the school. Trust boards have three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

If you are interested in this position, please follow the links to the [Parent Trustee Nomination and Election Procedure](#) along with the [Parent Trustee Code of Conduct](#) (both also included below) to ensure you are both suitable and able to serve as a Parent Trustee.

To nominate yourself please complete Section One of the [Parent Trustee Election Form](#) (also attached to this email) using the personal statement to outline your suitability for the role. Section Two should be completed by someone who is nominating you (this can be done by anyone who is not a family member). Once completed, please return the form to Mrs Caroline Ross, PA to the Headteacher, nominating yourself for this vacancy. Completed forms must be completed and returned to the school office by 12:00 noon on Friday 4 November 2022.

For an informal conversation please get in contact should you require any further information regarding this position.

Yours faithfully



Dr R Harris
Headteacher

Parent Trustee Nomination and Election Procedure

October 2022

The definition of “parent” for this purpose includes:

- 1) all natural parents of a student currently registered at the school, whether they are married or not;
- 2) any person who, although not a natural parent, that has parental responsibility for a student currently registered at the school;
- 3) any person who, although not a natural parent, has legal responsibility of a student currently registered at the school.

Procedure:

1. At least three months before a serving parent trustee is reaching the end of his/her term of office, the Clerk will inform the Board of Trustees. A timetable for an election will be agreed by the Chair of Trustees, Headteacher and the Clerk that minimises delay and avoids school holidays.
2. The Clerk will arrange for all parents/carers to be notified via parent newsletter, that an election for a parent trustee is required, and invite nominations via a nomination form. This will also set out the circumstances in which someone is not allowed to serve as a trustee. The form will be available to download digitally from the school website and emailed to the Clerk or paper versions will be made available to collect from the receptions at both school sites.
3. The nomination form will indicate the closing date for nominations, which will be no less than 10 school days from the date of issue. Candidates will also be invited to submit a statement in support of their nomination, which should be no longer than 500 words. Nomination forms will be returned to the Clerk by the deadline indicated.
4. The Board of Trustees will carry out a regular skills audit of trustees and on occasion, may ask for parents/carers with particular skills/experience to put their name forward for election. This does not preclude any other member of the parent body from submitting a nomination.
5. Parents/carers may self-nominate but if a parent wishes to nominate another parent/carer, they should seek their approval before and ensure they have completed and signed the nomination form.
6. Where the number of candidates nominated is equal to, or fewer than, the number of vacancies, then all those nominated will be elected unopposed. If too few parents stand for election to fill all the vacancies, the Board of Trustees may appoint a parent trustee to the vacancy or vacancies in accordance with the articles of association.
7. If there are more nominations than vacancies, then the Board of Trustees will review each of the nominee’s personal statements and shortlist at least two candidates that best meet the criteria of skills and experience that the Board requires.
8. The shortlisted candidates will then go forward to a ballot. This will be conducted via the online voting system and details of how to vote will be sent to all parents. This will confirm that:
 - All parents/carers of current registered students at the academy trust are entitled to vote;
 - Each parent/carer can only submit one ballot paper, regardless of the number of children they have attending the school;
 - The candidates’ personal statements will be included and will also be available to view on the school website.
 - The closing date and time for receipt of votes / ballot papers, which will be no less than 10 school days from the date the voting opened.
9. If a parent/carer would prefer to vote using a paper ballot then these will be available in the reception. The form must be sealed in an envelope and on the outside of the envelope the parent/carer must include; their name, signature, the date and the name of the student attending the school. A ballot box will be provided to place the envelope in. Returned envelopes must be locked away unopened until the closing date. No arrangements will be made for proxy voting.

10. At the closing date of the ballot, the Clerk is responsible for counting the votes. Candidates and trustees will be invited to witness this, but there is no requirement for either to attend. The Clerk is responsible for determining whether a “spoiled” ballot should be included.
11. The outcome of the vote will be decided by the simple majority vote system. In the event of a tie, there should be a recount. If this does not produce a clear result, the Clerk should, in the presence of the witnesses, draw lots.
12. The Clerk will inform all the candidates individually about the result of the ballot. The Clerk will also notify, within 14 days, the Secretary of State of the names of successful candidates; whether they were elected or appointed; and the name of the trustee they are replacing, as set out in the funding agreement.
13. Other parents/carers will be notified of the result via the school newsletter and the website.
14. The ballot papers and online voting records will be retained securely for six months in case the election result is challenged.
15. The elected Parent Trustee will serve a term of office of four years which will start from the date of the election.

Eligibility to stand as (and vote for) a Parent Trustee:

- A person may be appointed as Parent Trustee if they are a parent (as defined above) of a currently registered student at the school.
- Parent Trustees must be aged 18 or over.
- All parents (as defined above), regardless of their age, are entitled to vote in a parent trustee election.

A person shall be disqualified from holding office or continuing to hold office as trustee 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 trustees from all their meetings held within a period of six months, and the trustees resolve that his office be vacated;
- they have been declared bankrupt and/or their estate has been seized from his 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 by virtue of any provision in the Companies Act 2006;
- they are disqualified from acting as a trustee 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 he was responsible; or to which he was privy; or which he, by his 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;
- they have not provided to the chair of the trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997.

Trustee Code of Conduct

2022 Version

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the Trust Board to properly carry out its work within the school and the community.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation.

The Trust Board has the following 3 strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

We also recognise the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get their voices heard by:

- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the trust board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the trust board meetings.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the trust board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and policies and the procedures of the trust board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.
- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the trust board.

Commitment

- We acknowledge that accepting office as a trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the trust board, and accept our fair share of responsibilities, including service on committees or working groups.

- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits arranged in advance with the headteacher and undertaken within the framework established by the trust board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of trustee and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to trustees/academy committee members will be collected and logged on the DfE's national database of trustees (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other trustees/academy committee members, the clerk to the trust board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a trust board meeting.
- We will not reveal the details of any trust board vote.

- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the trust board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the trust board.

Ceasing to be a trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

Sign and date below to agree to abide by the Code of Conduct:

Annex

The seven principles of public life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations)

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. **Selflessness** School and college leaders should act solely in the interest of children and young people.
2. **Integrity** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** School and college leaders should be truthful.
7. **Leadership** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

- a. **Trust:** *leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
- b. **Wisdom:** *leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
- c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
We give difficult messages humanely where conflict is unavoidable.
- d. **Justice:** *leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
- e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

- f. **Courage:** *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education.
We hold one another to account courageously.
- g. **Optimism:** *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.