The
Pope Francis Catholic
Multi Academy Company

Governance Handbook

2026-2027

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OUR GOVERNANCE STRUCTURE

Introduction

This guidance sets out what is expected of local governing bodies in the Pope Francis Catholic Multi Academy Company (PFMAC) and the support provided to enable all governors to excel in their role. Strong governance is an essential element in achieving our aim of 'Delivery of excellence in Catholic Education for our children, made in the image and likeness of God'.

Vision of the PFMAC

The Pope Francis Catholic Multi Academy Company is the family of Catholic schools in Oxfordshire, who work together to promote the teaching of Christ and the Catholic faith.

We believe each person is a unique creation made in the image of and likeness of God, called by name, with a special vocation and gifts to bring to the world. We seek to develop these talents in everyone by being a beacon for Catholic education in Oxfordshire.

Our key principles are solidarity (we are all responsible for each other) and 'subsidiarity' (allowing people to be able to contribute to decision-making at all levels).

This is reflected in the following expectations:

- The PFMAC Directors and all staff and Governors at all schools within the PFMAC take collective responsibility for all our children.
- Schools and the PFMAC Directors will work in partnership with families and parishes to promote strong, positive links within the wider community.
- All MACs in the Archdiocese of Birmingham will work together with the Diocesan Education Service (DES) to ensure that best practice is available to all and where support is needed it is readily available, creating an environment where schools work together for mutual support and the benefit of all our children.
- No individual school will be left in a vulnerable position.
- Unity will be maintained across the Archdiocese of Birmingham under the authority and direction of the Archbishop and those acting on his behalf, and all schools will strive to provide the best possible Catholic education for all children.

Governance Structure of the PFMAC

A Multi Academy Company (MAC) is a single legal structure that is responsible for multiple schools within it. All school companies have Articles of Association, the legal governing document that sets out the Governance structure and procedures for the school trust. The articles for the PFMAC may be found on our website: The Pope Francis Catholic Multi School Company - Company Documents (pfmac.org.uk)

Role of Members

The Members of the Multi Academy Company are Trustees of the Archdiocese of Birmingham who created the MAC and defined its role to further the Catholic Education mission of the Diocese as objects in the Memorandum and Articles of Association document.

They are:

- Responsible for the governance of the MAC
- Accountable to the Archbishop
- Responsible for holding the MAC Directors to account
- Responsible for appointing the MAC's auditors and receive the MAC's audited accounts
- Responsible for appointing MAC Directors and, if necessary, removing a MAC Director

The Members are:

- Canon Jonathan Veasey – Chair of the Diocesan School Strategy Board and lead trustee for Catholic education
- Eric Kirwan – Chief Operating Officer for the Archdiocese of Birmingham
- Christopher Loughran
- [Update] Kari Ann Gordon
- [Update] Steve Bell

The Archbishop of Birmingham, whilst not a Member is formally registered as a "Person of Significant Control" at a higher level than the Members.

Board of Directors

The PFMAC Directors must manage and develop Catholic schools within the PFMAC in accordance with the principles, teachings, and expectations of the Catholic Church. PFMAC Directors must follow and adhere to any advice, guidance or directives given by the Diocesan Education Service (DES) on behalf of the Archbishop. They are registered as company directors and charity trustees but are not employees of the PFMAC.

The PFMAC Board is the legal entity which is ultimately accountable for the three core functions of governance as defined by the Department of Education (DfE)

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the leadership of the PFMAC and schools to account for the educational performance of the schools and their pupils, and performance of staff
- Overseeing the financial performance of the PFMAC

Board members are referred to as directors as the PFMAC is a company limited by guarantee. They are also trustees as the PFMAC is also a charity.

Paul Concannon
Jim O'Neil
Judith Schmidt
Adrian Waters
Paul Armstrong
Lorraine Brabin
Sean Taylor
Tony O'Donnell

The Board has established four Committees which support its work:

Finance and Audit Committee
Education Standards Committee
People and Governance Committee
Strategy Committee

Terms of Reference for each committee may be found on the PFMAC website https://www.pfmac.org.uk/directors .

Catholic Ethos and Safeguarding are overseen by the full Board.

Local Governing Bodies

The Board of directors has established Local Governing Bodies as Committees of the PFMAC (Articles of Association 100). The PFMAC has a scheme of delegation that sets out both responsibilities and accountability of the Board, the Executive, Local Governing Bodies (LGBs) and school leaders.

LGBs do not have statutory responsibilities in the way that the governing body in a stand-alone local authority school has, but it has responsibilities delegated to it by the PFMAC Board, which are set out in the PFMAC's governance documents. Governors are dedicated to a single school and the community that it serves. Because of this they get to know their school and serve as a local sounding board and decision-making body. Not having statutory responsibilities allows our LGBs to concentrate even more on the one absolute priority – providing excellent Catholic education for our children. Our governors support and challenge their school leaders in the traditional way that all governors do but, by spending less time on policies and paperwork, they can spend more time understanding the specific needs of their school and the community it serves and adapting their activities accordingly.

The Directors determine and approve the delegation of powers, responsibilities and duties to the Local Governing Body and review this Scheme of Delegation regularly (Article 105). The directors may change the governance of a school where it has serious cause for concern including

- •Standards of performance of pupils at the school are unacceptably low
- •Serious breakdown in the way the school is governed or managed
- •Safety of pupils or staff is threatened
- •Financial mismanagement or failure to operate within budget
- •An individual governor or governors are not abiding by the Code of Conduct

Composition of Local Governing Bodies

In its Academy Trust Governance Guide the DFE gives the following guidance on the size of LGBs, "An effective board is focused and no larger than is needed to have all the necessary skills to carry out its functions effectively. DfE's preference is for smaller boards that help the board be cohesive, dynamic, and able to act more decisively on delivering its agreed strategic priorities".

Local Governing Body Constitution:

- At least six Foundation Governors appointed by the Archbishop (or as many more are required to ensure that the number of Foundation Governors exceeds the number of all other Governors by at least 2.)
- One Foundation Governor position must be made available to the Parish Priest
- One member of staff
- Two Parent Governors
- The Headteacher

Governors are responsible for:

- Planning the overall vision and direction of the school
- Ensuring the core purpose of the PFMAC is delivered to the highest standard
- Overseeing the financial probity and performance of the school
- Overseeing PFMAC policy implementation and organisational compliance, e.g., Safeguarding, Health & Safety, Catholic mission
- Holding the Headteacher and Senior Leadership Team to account

Code of conduct

As a governor in a PFMAC school you are asked to reflect the PFMAC values of Dignity, Excellence and Unity, in all your activities as a governor, making sure that you follow the Governors' Code of Conduct.

Governors should also always follow the seven Nolan principles of public life as these provide a framework for good and effective work in a public office. These are:

1. Selflessness
   Holders of public office should act solely in terms of the public interest.
2. 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 to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity
   Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. 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.
5. 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.
6. Honesty
   Holders of public office should be truthful.
7. 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.

OUR FINANCE

The PFMAC receives most of its funding from the Department for Education (DfE). Our funding arrangement with the DfE is documented in our Master Funding Agreement (available on the PFMAC website).

Other than a small percentage which is held centrally to fund support services, each school receives its full allocation from the PFMAC. The contribution to support services is currently 6% of each school's annual funding excluding any funding relating to deprivation and additional needs. The 6% is used to fund central staffing, systems and services including payroll, finance, and HR. This is money that schools would need to spend anyway, if they were not part of the PFMAC, but as part of a MAC our schools benefit from economies of scale. Additional money for capital spending is given to the PFMAC each year by the DfE and schools are asked to bid for an allocation from this fund according to their key health and safety requirements.

The PFMAC is a charitable company and must dedicate its resources to achieving its 'charitable object' which is to 'the advancement of the Catholic religion in the Diocese … [by] the establishing, maintaining, carrying on, managing and developing of Catholic schools in the United Kingdom conducted in accordance with the principles, and subject to the regulations and discipline of the Catholic Church'. As well as each school having a member of staff responsible for oversight of the budget, the PFMAC has a Support Finance Team and Chief Financial Officer who support the schools. The PFMAC Board has overall responsibility for the finances of the whole PFMAC, but LGBs are tasked with monitoring their own school's budget, and ensuring the school is achieving value for money.

PFMAC CENTRAL SUPPORT TEAM [update]

Led by the CEO the Support Team provide advice, guidance, and support to school colleagues across the following areas: educational improvement, operations, finance, HR, and governance.

Fraser Long
Chief Executive Officer

Martin Bayliss
Chief Finance Officer

Estates and Health and Safety	Human Resources

Matthew Brandish
Director of Estates

Ann O'Reilly
Director of HR

Education and Safeguarding

Jane Hemery
Director of Primary Education

Helen Skertchly
Head of Inclusion

Governance and Marketing

Sarah Sienkiewicz
Governance Manager, Company Secretary &
Marketing Lead

GETTING STARTED

This section outlines the tasks you need to complete and information you need to know when you start out as a governor.

Setting up your GovernorHub account

The PFMAC uses GovernorHub as its online portal for sharing documents and important messages with governors. It also helps you record key information about yourself.

You will be sent an email asking you to set up your GovernorHub account. Please keep your GovernorHub password safe, and do not share it with anyone else. You can access GovernorHub via its web address (www.governorhub.com) and/or by downloading the GovernorHub app from the App Store or Google Play Store to your tablet or smartphone.

Contact GovernorHub support or your Clerk if you have difficulties with the GovernorHub site or need support to access meeting papers on an ongoing basis.

Meeting papers will be uploaded to GovernorHub a week before each meeting. You will receive an email via the Clerk when they are ready for you to read.

We recommend that you access your meeting papers through GovernorHub, either online or by downloading them to your personal device to read during the meeting. We do not provide printed hard copies of papers. If you print the papers off for yourself, please store them safely where no one else can read them and dispose of them appropriately afterwards by shredding them. All meeting papers are confidential and should be looked after carefully.

You should use your GovernorHub profile to record:

- Your contact details
- Your DBS certificate details
- Your declarations of interests
- Your diversity data
- That you've read and understood 'Keeping Children Safe in Education'
- That you agree to our Code of Conduct
- Details of any training you complete, such as online training modules or in-person training sessions

There is also a noticeboard where you can share ideas and information with the rest of your LGB.

Publication of your details as governor

Schools which are part of a MAC are required to share information about their governors with the DfE and publish the names of their governors on their websites. This ensures that governance is transparent, and everyone knows who is responsible for making decisions. Your information will remain on these sites for 12 months after you leave the LGB.

Your information will be published in the following places:

- Get Information About Schools will show:
    a. your name
    b. who appointed you a governor
- The school's website will show:
    a. your name,
    b. who appointed you a governor
    c. your declarations of interest,
    d. when you started your term of office, and
    e. how many meetings you have attended

Disclosure and Barring Service (DBS) Checks

All governors need an enhanced DBS certificate, which is provided through the school. Your school will help you apply for a DBS certificate and check your identification documents for you, before you are appointed as a governor or immediately after your election or co-option, as appropriate.

The DBS check tells us about any unspent convictions and conditional cautions, plus any information held by local police that is relevant to your governor role. The school will also carry out a "section 128" check. This refers to section 128 of the Education and Skills Act, and checks that you haven't been banned from managing a school or other educational institution.

Declarations of interests

Governors must declare any 'interests' they have that might affect their ability to act in the best interests of their school and its pupils. Telling the PFMAC about any outside interests helps us manage any potential conflicts of interest.

Interests can include:

- Businesses you own or receive financial benefit from, especially when these businesses are providing services or goods to the school
- Relationships, such as family, friends, or partners - this could be a relationship with a staff member at a school or in a business that supplies services to the school
- Any other governance roles you have, such as being a trustee or governor at another school or trust

You need to record your declaration of interest on your GovernorHub profile and update this each year. If you don't have anything specific to tell us about, you can write "No interests to declare".

You should also tell the Chair at the start of the meeting if you have a potential conflict of interest with any item of the meeting agenda. You must not participate in any discussions where you have a personal interest and cannot vote on these issues. The Chair will ask you to leave the room during these conversations.

Keeping Children Safe in Education and safeguarding

'Keeping Children Safe in Education' (KCSIE) is a key document for governors and all those who work in education. It is updated on an annual basis. It outlines statutory guidance on safeguarding children and carrying out safe recruitment.

We ask all governors to read Parts 1 and 2 of this document on an annual basis, and then record on their GovernorHub profile that they have read it. Reading KCSIE will help you carry out your duty to safeguard children and promote their welfare.

Each school has a Designated Safeguarding Lead who is a senior member of staff and takes responsibility for safeguarding and child protection issues.

Governors are required to complete annual safeguarding training via the Smartlog system. An email notification will be sent to you when it is time for the training to be undertaken.

Prevent duty

As a governor you will need to fulfil the Prevent duty under the Counterterrorism and Security Act. This means you have a role to play in protecting vulnerable children and young people from risk of radicalisation and extremism, as part of your safeguarding duties.

You should have a general understanding of the risks of radicalisation and extremism, how to identify children who might be vulnerable to this, and how to support them. The Prevent duty is included in your safeguarding training.

GDPR and confidentiality

GDPR means "General Data Protection Regulation". GDPR guides how organisations collect, manage, and use personal information. Governors need to complete GDPR training provided by our Governance Manager to get an understanding of how the regulation applies to academies, and their role in ensuring it is followed. Your place may be booked via the GovernorHub training page.

As part of your role as governor, you will see information about the school, its pupils, staff, and its finances. You will learn a lot about the school's operations, sometimes before this information is made public or shared with staff. All this information should be treated as confidential and should not be shared with anyone outside the LGB.

You should keep all the material you receive from the school or the PFMAC securely, ideally accessing it only via GovernorHub. You should use your school provided email address for your work as a governor.

If you spot something in your meeting papers that you think breaches GDPR, you should tell the Chair and/or Headteacher immediately so they can remove it; this might include personal information about a pupil or staff member.

Governor Development and Training

We don't expect our governors to be experts when they're appointed or elected. We know that there is lots to learn, so we have a list of required and recommended training you'll need to complete to make sure you understand your responsibilities and can do a good job of being a governor. Our training schedule lists all required and recommended courses for governors with the PFMAC. There are many other training modules available via our external partners which may be relevant depending on your experience, interests, and governance responsibilities. If you are unable to find a relevant course, please contact our Governance Manager, Sarah Sienkiewicz, who will assist you.

We offer a range of development opportunities:

- **In house training** provided by PFMAC staff – details of the current term's programme may be found in the Resources section GovernorHub, where you can also book your place. Our events and training are offered free of charge to all governors within the PFMAC and are specifically designed for the schools within our PFMAC.
- **The Diocesan Education Service** (BDES) offer briefings and induction for governors. Governors should receive these invitations direct so if you are not receiving them, please contact the governance team at the BDES who will be able to resolve this for you: governance@bdes.org.uk
- **The Catholic Primary Partnership** promotes schools working together in true partnership, sharing expertise, and enriching the education of all children for the benefit of Catholic Education, ensuring that all pupils and staff are given the opportunities to become the person God has called them to be. Governors can access relevant training at £15 per course (please agree expenditure with your school in advance). To view available training and book courses please visit the Partnership website.
- **GovernorHub Knowledge** Your essential on-demand training and knowledge bank that provides support when you need it - giving you confidence in your actions and the knowledge to be truly effective. All governors in the PFMAC have access to GovernorHub Knowledge at no additional charge. To access please click on the link in your GovernorHub account.
- Governors have access to the resources of **Compliance Manager**– a website service for schools providing information and support to our schools. The e-Learning module includes several governance related training sessions. You will receive an email from your school inviting you to sign up to this website.

Induction

On appointment as a governor, you will be offered an induction session with your Chair of Governors and Headteacher. Once your local induction is complete, please get in touch with our Governance Manager,

Sarah Sienkiewicz, who will introduce you to the role of governance within the PFMAC. These sessions are offered one-to-one, or in small groups, as new governors are appointed. This session supplements the induction training offered by the Birmingham Diocesan Education Service (BDES) and local induction in school with your Chair and Headteacher.

Termly Briefings
We hold online termly briefings for all governors within the PFMAC. These briefings are an opportunity to stay up to date up to date with developments affecting our schools. You will hear from key members of PFMAC staff as well as have an opportunity to ask questions and share ideas. Slides and a recording is shared on GovernorHub.

ATTENDING MEETINGS

Before the meeting
In the weeks before an LGB or committee meeting, the Chair will discuss the proposed meeting agenda with the Headteacher and your LGB Clerk, to ensure it covers all the relevant material.

If there is a particular issue you'd like to talk about at a meeting, you should contact the Chair beforehand to ask that it be added to the agenda to make sure that the LGB/committee is the right place for that discussion, and get some time allocated on the agenda.

Papers for the meeting will be published on GovernorHub at least six days before the meeting. You'll receive an email notification via your Clerk when they're ready for you. These papers provide background information and important updates on how the school is performing.

You should read the papers before the meeting and make a note of any questions you have or contributions you'd like to make in the meeting. You can either raise these questions during the meeting or email them to the Clerk beforehand.

If you've recently carried out a school visit, worked on an action from a previous meeting, or have an issue to raise related to your link governor role, you should submit your monitoring form to the meeting papers folder and share at the meeting.

If you have another urgent commitment on the day of the meeting and won't be able to attend, you should send your apologies, with an explanation, to your Chair or Clerk. You should still read the meeting papers and pass on any questions or ideas you'd like to raise with the LGB.

The LGB or committee can decide whether to accept your apologies, depending on whether they think you have a valid reason for missing the meeting. It's important that you attend meetings regularly, so you understand what is going on at the school and how things are progressing. If there is an issue that is preventing you from attending (including ill health or transport issues), you should talk about these with your Chair. If you can't attend meetings on a regular basis, particularly if you don't send apologies, the Chair may ask you to step down from the LGB.

Some meetings may be held virtually, and some meetings will require you to attend in person. If you are unable to attend a meeting in person, it may be possible for you to dial in and participate via videoconferencing. This depends on the equipment available in the meeting room, so let your Clerk and Chair know as soon as possible if you anticipate any difficulties with your attendance. Where meetings are to be held virtually, instructions on how to access these meetings will be circulated on GovernorHub before the meeting.

At the meeting

You will need to access your papers during the meeting via a laptop, tablet, or smartphone, or print them yourself. Where the meeting is taking place in person, try to arrive at the school 15 minutes before the meeting starts so you can get settled in and meet the rest of the LGB. You will be greeted by school staff and may need to sign in and have your photograph taken for an ID sticker. Some schools issue governors with an ID card and lanyard that they must wear during visits. There is no official dress code for attending meetings.

As well as the LGB members, meetings will also be attended by a Clerk (who advises the Chair on process and takes notes to help write the meeting minutes), a small number of school staff to provide insights and support for agenda items. The Chair of the LGB or committee will lead the meeting, making sure that people keep to the topics on the agenda and to the times allocated. They may ask you to defer a discussion if it doesn't relate directly to the agenda and return to it after the meeting or in another committee.

The meeting will start with and opening prayer, followed by housekeeping items, such as checking who has sent their apologies and asking if people have any new declarations of interests to make. Some agenda items will include presentations from school or PFMAC staff. The Chair will tell you whether you should ask questions during the presentation or hold your questions until the presenter has finished.

It's important that you speak up during meetings to share your opinions on the decisions that are being made and ask any questions that you have; it's also important that you let others speak up as well. You should encourage other governors to share their thoughts and show each other respect when talking

GETTING TO KNOW YOUR SCHOOL

Getting to know the community of students, their parents, and local stakeholders is helpful in guiding your LGB's decisions and making sure the school is meeting their needs.

The process for contacting the LGB is shown on the school website, usually by writing to the Chair and handing the letter in to the school reception or posting to the school. These will be treated as confidential and will be passed on to the Chair without being read by staff.

You should not have individual contact with parents or stakeholders in your governor capacity about school matters, such as through emails to your personal email address. This keeps you and them safe, and ensures any issues are handled through the right channels and processes.

If you receive a complaint or hear about anything that concerns you, you should encourage that person to use the PFMAC's complaints policy. The first step is to contact the relevant member of staff or the Headteacher. You may also pass on any safeguarding concerns you hear of to the Designated Safeguarding Lead.

There are lots of ways for you to meet students, staff, and parents, including:

- Parent-teacher evenings
- Events such as Christmas shows, musical performances
- Careers fairs
- Coffee mornings with parents and carers
- Governor visits
- Celebration assemblies and prize giving events

Your Headteacher will share details of social and informal events with you throughout the year. We encourage governors to attend these if they can, as you can gain valuable insights into your local community through talking to parents, carers, and stakeholders.

It is also important for parents and carers to meet you and understand who is governing their school. This helps build confidence in the LGB and shows that you're interested in the school and its community.

BEING A PANEL MEMBER

LGBs can be asked to form governor panels to handle a particular issue. These issues can include:

- Complaints from parents
- Permanent exclusions of pupils
- Staffing processes such as disciplinary or attendance management hearings

A Clerk will let you know when a panel is required and will ask for volunteers to sit on the panel. A panel usually needs 3 governors.

You don’t need any qualifications or experience to sit on a panel, but training is available to support you in this role. There are some circumstances where you won’t be able to be a panel member. These include:

- If you are a staff governor and the issues relate to one of your colleagues
- If you know the person who is involved well, in a personal or professional capacity
- If you’ve been involved in an earlier stage of the process

Panels are usually asked to consider whether the correct policies and procedures have been followed when the school was dealing with a particular issue or event. The panel itself is a formal meeting, where the panel members hear evidence from both the school and the person making the complaint or who is the subject of the permanent exclusion or HR process.

Panels are supported by a Clerk who will provide support and advice on the processes for panels and how to carry them out.

VISITING YOUR SCHOOL

Governors use a variety of information to form their opinion on school performance and overall school life and hold the leadership to account. This includes performance data and written information, updates from school leaders and members of the PFMAC’s Support Services Team at your LGB meetings, and your own insights from visits.

This approach helps you see the whole picture from different angles, so you can:

- Form a full and in-depth understanding of what is happening
- Get assurances that the data and updates you’re receiving are accurate
- Understand what stakeholders such as your pupils and their parents/carers are thinking

Visits are a way to build positive relationships with staff and demonstrate commitment to the school. This includes meeting the ‘operational leads’, who are the staff members responsible for areas of work or tasks that you’ve discussed at LGB meetings, like the school business/office manager, a phase leader, or attendance officer.

Visits can be made in person, but sometimes it may be more practical to talk with the relevant staff via a video call, phone call, or email. You can check with your operational lead to make sure you’ve got the most appropriate approach. All visits should have a clear purpose, such as looking at an area of school life that the LGB wants more information about, monitoring how a particular policy is being implemented in the school, or gathering information to support you in your link governor role.

How often should I visit?

We recommend that all governors carry out at least one visit per year, and no more than one per term. If you are a link governor you may want to visit more often. Consider arranging all your visits at the start of the year in the form of a Governor Monitoring Plan- this gives you the chance to agree a year-long plan with your school’s Headteacher and operational leads, to improve and monitor processes and systems in your link area.

Setting the date

It’s important that you set a date that works for you and the school, so you should agree all visit dates and times with the Headteacher. It’s also good to agree roughly how long you will spend at the school, so that staff can plan their day. Make sure that you let your LGB Chair know about your plans too.

The Headteacher can put you in touch with the right staff member or operational lead responsible for the area that you’re linked to. This could include members of the senior leadership team, phase leaders or teachers, and support staff such as attendance officers. You should schedule your visit to ensure that this person is available to support you.

Preparing for your visit

Agree a plan for your visit with the operational lead in advance. This should include the focus of the visit, the things you will do and see while you're there, the people you will speak to and, importantly, define the things that you want to achieve from the visit. Talking about and agreeing to these things in advance will allow your operational lead to prepare for your visit and make sure that you are able to do the things you need to do and see the people you need to see. There are monitoring visit templates in the Resources section of Governor Hub that you can use to prepare.

This visit plan will give you the opportunity to deal with any practical questions in advance, think about the visit from a practical point of view and agree arrangements with the operational lead. This might include who will meet you when you arrive at the school, what you should wear, mobile phone protocols, how you should address staff and how pupils should address you.

What to do on the day

When you arrive, you should report to reception and sign in. Make sure that you stick to the visit plan agreed with the operational lead before your arrival. There will be so much to see that it's easy to get side tracked with things that you notice on the day. If you do notice something that you'd like to explore further, make a note of it on your monitoring form, and make sure it's on the review plan for your next visit.

Remember that you are there in a supportive role to learn more about your school. It's important not to give the impression that you are carrying out an inspection, such as by carrying a clipboard with you. You should only enter a classroom or other space if this has been agreed as part of the visit.

Depending on your governor role, visits to classrooms while lessons are taking place can be a useful insight into school life. But you must remember that the purpose of such a visit is not to observe the teaching going on or make judgements about teaching quality.

Governor conduct and safeguarding tips

Always remember that you are representing the LGB on your visit. You must always adhere to the PFMAC's Governor Code of Conduct. It's important to remember that safeguarding is the responsibility of all people involved in a school's life. If you see anything that worries you on a visit, you must tell the Headteacher straight away or as soon after your visit as possible.

What to do afterwards

Make sure to keep a note of your findings from the visit as soon as possible, while it's fresh in your mind. You can use these notes to give feedback to your fellow governors at the next LGB meeting and follow up on any important points or actions at your next visit. We recommend that governors complete a written record of each visit they undertake using the Monitoring Visit Template (available in the Resources section of GovernorHub).

Your written record should be shared with your Headteacher and your Chair, before being sent to the LGB Clerk for discussion at the next meeting.

It is good practice for LGBs to periodically review how effectively their link governor visits are working, and we ask that LGBs schedule a review session within their annual governance plans.

Confidentiality in records of governor visits

Please remember that visiting the school as a link governor puts you in a privileged position regarding the things you will learn. Any feedback comments that you wish to make should be directed to the Headteacher and the school operational lead.

You should not name individual pupils and staff in your record of your visit.

BEING A LINK GOVERNOR

What is a link governor?

A link governor develops an area of 'special interest' in a particular area of the schools work and provides a link between the school and the LGB in that area. They ensure that the systems are in place at the school to address important responsibilities and requirements in their link area, reporting back to the LGB on the strengths and areas for development they observe.

Why do we have link governors?

It is important that the LGB has a good understanding of its school, staff, and pupils. Link governors create specific links between the LGB and the school, helping other governors to understand key issues. They also support the school in ensuring that its policies, procedures, and systems are as good as they can be.

What do link governors do?

Link governors do a range of things, including visiting the school, having discussions with staff, pupils and (where appropriate) parents, and analysing data. As with all governor appointments, the link governor role is strategic, not operational. For example, a link governor would meet with the school or college operational lead for their link area and ask questions about the operational systems in place. They should not carry out an audit or try to change the system themselves.

What kinds of areas are link governors linked to?

We ask that LGBs at all our schools appoint link governors to four important areas:

- Safeguarding
- Special Educational Needs and Disabilities (SEND)
- Pupil Premium
- Health and Safety

In addition to these, the LGB may wish to think about appointing link governors to other important areas, such as Catholic Life and RE, objectives identified in the LGB's strategic action plan or School Development Plan.

How do I become a link governor?

The LGB should discuss the link governors they should have. This will reflect the strategic plans for the LGB and the school. This discussion will typically take place at an LGB strategy day or during an LGB meeting.

Once the link governor roles are decided, governors will be asked to nominate themselves for the roles. Other governors may even recommend you for a particular link governor role based on your experience or the quality of your contributions during meetings.

You don't need to be an expert on the link governor area before you are appointed - what's most important is that you're committed to learning more and sharing what you learn with the LGB.

Link governor roles are not permanent. Link governor assignments will be reviewed and re-assigned on annually by your LGB to ensure the right person is in the role and the right areas are being monitored in line with changes to your LGB and school's strategic priorities.

Staff governors should not take on a link governor role connected to their job at the school. This makes sure you're still receiving appropriate external challenge and support and avoids you 'marking your own work'. If you take on a link role that relates to your work outside the LGB you need to remember to stay strategic and not get operationally involved.

Learning walks

A learning walk is a visit to the school but, rather than being undertaken by a link governor with a focus on their specific area, it can be undertaken by any governor or group of governors for any pre-agreed reason.

For instance, the LGB may wish to gain more of an understanding of a particular issue the school is facing or want to see the outcomes of a particular project the school has been undertaking.

Learning walks can be very useful, as, in addition to gaining an insight into the topic you are reviewing, they offer a chance to speak to members of staff and pupils, see the condition of the buildings and facilities, and get a sense of the environment of the school in a way that may not come through in the reports you see at LGB meetings. It also lets you see some of the results of the hard work put into school life by staff and governors.

As with any visit you should write a record of a learning walk and submit it to the Headteacher and Chair, before sending it to the Clerk for inclusion on the next agenda.

Link Governor role descriptions and guidance

This section provides a generic role description for link governors and specific role descriptions for the four link governor roles that we ask all LGBs to appoint:

- Safeguarding
- SEND
- Pupil Premium
- Health and Safety
- Careers (secondary schools)
- Catholic Life

These role descriptions can be adapted to suit the needs of your LGB and school.

Generic link governor role description

This role description outlines the general responsibilities of any link governor.

A link governor should:

1. Develop their knowledge of the school or college and the PFMAC, by:
    a. Completing any training or e-learning relevant to the link area
    b. Scheduling visit dates with the Headteacher and operational lead normally on a termly basis (n.b. some of those meetings can take place virtually).
    c. Considering how the PFMAC vision and values relate to the school and the link area

2. Developing a working relationship with the operational lead at the school
    a. Building knowledge and understanding of any relevant statutory guidance
    b. Building knowledge and understanding of the school's policies and procedures in the relevant area and ensure these comply with best practice
    c. Keeping up to date on issues relevant to the link area and sourcing information as needed.

3. Monitor their link area by:
    a. Checking that a member of school staff has been appointed as operational lead for the link area and that the role is reflected in their job description
    b. Checking that arrangements are in place to cover the work of the operational lead when they are absent from work
    c. Checking that any other appointments relevant to the link area have been made
    d. Checking that any statutory guidance and school and PFMAC policies are being followed, including making sure that systems are in place to deliver the terms of the guidance/policy and that these are working well
    e. Talking to pupils and staff formally (e.g., via arranged visits) and informally (e.g., when attending school functions) about their views on the relevant area.

4. Lead on governance for their link area by:
    a. Liaising with the Chair, Headteacher and Clerk to ensure that a review of relevant school policies is scheduled into the LGB's annual plan

b. Completing a record of visit after each formal visit to the school and ensuring that this is presented at the next LGB meeting.
c. Sharing important information gathered via informal contact such as attendance at school social events
d. Ensuring that the outcomes of any important pieces of work in the relevant area (e.g., audit findings) are shared with the LGB.

5. Monitor training for school staff and governors by:
   a. Checking that the operational lead has received appropriate training at the right time/interval
   b. Checking that training is in place for any other staff appointed to key roles in the related area and that this is being delivered
   c. Checking that training for all school staff includes relevant content on the link area where appropriate. Check that this has been completed.
   d. Ensuring that governors receive training on the relevant area where appropriate.

Other link governor roles

As well as the essential link governor roles described above, some LGBs will also choose to appoint to other link governor roles. These might cover areas such as:

- Pupil behaviour (including absence and exclusions)
- Pupil development (including the wider curriculum, extracurricular activities and careers advice)
- Staff development (including training and performance management)
- Pupil and staff wellbeing

The examples given above are not exhaustive - if there are other link areas that are relevant to your school, then there is nothing stopping you linking a governor to them.

Creating links with these areas will help to make sure that the LGB's strategic view covers the full range of school activity, supporting the school in improving its processes and ensuring that the LGB has a good understanding of life at the school. Governors can use the general link governor role description to help them to define roles that really benefit their LGB and school.

Visit the Resources section in GovernorHub for more information to support your link governor role, including role descriptions, links to legislation and template monitoring visit forms to get you started. There are also regular training events throughout the year that are recorded so you can watch the replay if you are unable to attend live. Visit this page for all the links:

https://app.governorhub.com/s/popefranciscatholicmultiacademycompanythe/resources

POLICY MANAGEMENT

There are many policies which help run an effective school. Many of these policies are prepared by the PFMAC's Support Team and approved by the PFMAC's Board of Directors but a number are school level policies and are approved by LGBs.

All policies are managed through [update] Compliance Management website. The School Business Manager / Office Manager is the Master User for each school level account, the Headteacher has been assigned as a Compliance Manager. Further compliance managers can be assigned locally if desired. Schools are responsible for managing staff and governor users and policy reading lists.

School level policies should be prepared by the Headteacher or other members of staff and then approved electronically using website. If a policy is contentious then the LGB reserves the right to discuss the policy a full meeting of the LGB.

On appointment as a governor, you will be sent an invitation by email to sign up for a Compliance Manager account by your School Business/Officer Manager.

GOVERANCE GLOSSARY

This glossary explains terms and acronyms that you might come across in meetings and reports. The education sector uses lots of specialist language and acronyms, and we can sometimes forget that these aren't common knowledge for many people. If you don't understand something, please ask your Headteacher to clarify it for you.

Term	Meaning
Academy	Publicly funded independent school that provides free education to pupils of all abilities (can be primary, secondary, special, or post-16)
ADP	Academy Development Plan (sometimes called Academy Improvement Plan) - a strategic document showing the goals the academy is working towards and the progress that has been made so far
AHT	Assistant Headteacher
AP	Alternate/alternative provision (e.g Pupil referral unit) - education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness
ARE	Age-related expectations - expectations set by the DfE of what children should have learned or be capable of by the end of each Key Stage. Children are categorised as 'working toward', 'at', or 'above' the expected standard
ASP	Analyse School Performance - the DfE's system for reporting school performance data
ATH	Academies Trust Handbook - a handbook issued by the Education and Skills Funding Agency (ESFA) that describes trust's obligations regarding safeguarding, health and safety, and the management of estates, finance and risk.
Attainment	Measurement of educational standards achieved by pupils, against externally set standards
Attainment 8	The Attainment 8 score is based on pupils' performance in eight qualifications from the start to the end of their secondary education. These are English and maths, up to three subjects from the Ebacc list, and students' three highest scores from a range of other qualifications, including GCSEs and approved non-GCSEs. English and maths are given double weighting to reflect their importance
AWPU	Age Weighted Pupil Unit - the rate local authorities set to allocate basic entitlement funding for pre-16 pupils in mainstream schools
Baseline assessment	Non statutory assessment of pupils' attainment on entry to primary education
BDES	Birmingham Diocesan Education Service
Budget Forecast Return	The Budget Forecast Return is completed annually by the Trust, for return to the ESFA by 31st July. It includes the actual income and expenditure figures of the academies from 1st September to 31st March and the expected figures from 1st April to 31st August. The ESFA uses the information provided to ensure that the academy sector can accurately report its financial data to HM Treasury
Capital funding	Spending on projects, improvements, and extensions to the school's land and buildings

CFO	The PFMAC's Chief Financial Officer
Chair's action	A decision or action taken by the Chair on behalf of the LGB if a delay will be detrimental to the academy, a member of staff, a pupil, or a parent
CME	Child/Children Missing Education
CoG	Chair of Governors
Competency framework	A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance
CP	Child protection
CPD	Continuing professional development
CPR	Child protection register - a confidential list of all children in the area who have been identified at a child protection conference as being at significant risk of harm
CSEL	The PFMAC's Catholic Senior Executive Leader. The senior operation member of staff in the PFMAC. Equivalent to the Chief Executive Officer.
CST	The Confederation of School Trusts is the national organisation and sector body for school trusts in England advocating for, connecting, and supporting executive and governance leaders.
D&T/DT	Design and Technology
DBS	Disclosure and Barring Service - a public body of the Home Office which helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children
Delegation	The assignment of responsibility or authority to a particular person or group. For instance, the PFMAC has a financial scheme of delegation that says who has delegations for signing off on spending money up to certain limits or setting the annual budget.
DfE	Department for Education
DHT	Deputy Headteacher
Directed time	Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the Headteacher – a maximum of 1265 hours in a school year
DPA	Data Protection Act - controls how personal information is used by organisations, businesses, or the government
DSL	Designated Safeguarding Lead - the member of staff responsible for safeguarding arrangements in the academy
EAL	English as an additional language - refers to learners whose first language is not English
Ebacc	English Baccalaureate - a particular set of subjects at GCSE intended to provide greater opportunities in further education. Secondary schools are measured on the number of students that take GCSEs in these core subjects. Schools are also measured on how well their students do in these subjects
EBD	Emotional and behavioural difficulties

ECT	Early Career Teacher – a teacher in training doing their first year of teaching since completing their qualifications; completing an ECT year is required before a teacher can have Qualified Teacher Status
EHCP	Education, health and care plan - a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve their goals
ESFA	Education and Skills Funding Agency - an executive agency of the government. It is accountable for funding education and training for children, young people, and adults
Ever6 FSM	Pupils eligible for free school meals at any point within the last 6 years (the funding trigger for the Pupil Premium grant)
EY	Early Years - relating to education up to the age of 5 years old
EYDP	Early Years Development Plan
EYFS	Early Years Foundation Stage
EYPS	Early Years Professional Status - professional status for practitioners in England working in education of children up to the age of 5
Fair Access	Protocols that help children without an offer of a school place join a school/academy outside the normal admissions rounds. Protocols are developed regionally by the Local Authority
FE	Further Education - education below degree level for people above school age
FOI	Freedom of Information (Act) - Act of Parliament that creates a public "right of access" to information held by public authorities
Foundation Governor	A governor appointed by the Archbishop of Birmingham. Must be a practising Catholic.
Free school	All-ability, state-funded independent schools
FS	Foundation Stage - education of pupils aged 2 to 5 in England
FSM	Free school meals
FSM6	Pupils eligible for free school meals at any point within the last 6 years (see Ever6 FSM)
FTE	Full-time equivalent
Funding agreement	The document which sets out the relationship between a school/MAC and the Education and Skills Funding Agency ESFA/Department for Education (DfE)
GAG	General Annual Grant - the chief source of funding for academies provided by the ESFA
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulation - regulates how personal data and information can be stored and used
GLD	Good level of development - a performance measure used at the end of EYFS
H&S	Health and Safety

HLTA	Higher level teaching assistant - teaching assistants with an increased level of responsibility
HMCI	His Majesty's Chief Inspector of Schools (the head of Ofsted)
HMI	His Majesty's Inspector(ate) (Ofsted)
HoD	Head of Department
HoY	Head of Year
HSE	Health and Safety Executive - a UK government agency responsible for the encouragement, regulation and enforcement of workplace health, safety, and welfare, and for research into occupational risks in Great Britain
HT	Headteacher
IBP	Individual behaviour plan - a document created to help understand and manage behaviour which contains supports and strategies
ICO	Information Commissioner's Office - a public body sponsored by the Department for Digital Culture, Media & Sport, which upholds information rights in the public interest and promotes openness by public bodies and data privacy for individuals
ICT	Information and Communication Technology
IEP	Individual education plan - a plan or programme designed for children with special educational needs to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties, or disabilities is following and sets out the strategies being used to meet that child's specific needs
INSET	In-service education and training - a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge, and motivation in their professional work
IT	Information Technology
KS	Key Stage - a stage of the state education system setting the educational knowledge expected of students at various ages
KS1	Key Stage 1 (Years 1-2, 5-7 year olds)
KS2	Key Stage 2 (Years 3-6, 7-11 year olds)
KS3	Key Stage 3 (Years 7-9/10, 12-14 year olds)
KS4	Key Stage 4 (Years 9/10-11, 15-16 year olds)
KS5	Key Stage 5 (post 16)
LA	Local Authority - an organisation that is officially responsible for all the public services and facilities in a particular area
LAC	Looked After Children - children in the care of their local authority

LD	Learning difficulty
Link Governor	A governor on the LGB who is delegated a particular area of responsibility or focus. They will carry out academy visits and seek out information related to this area, then report back to the LGB.
LPS	Leadership pay scale/spine
LSA	Learning support assistant (see TA)
MAC	Multi-Academy Company - an academy company that operates multiple academies
MFG	Minimum funding guarantee - a protection for schools against significant year-on-year changes in pupil-led funding
MFL	Modern foreign language
MIS	Management information system
Mixed ability	A teaching group in which children of all abilities are taught together
MLD	Moderate learning difficulties
MPS	Main pay scale / spine (for teachers)
NAHT	National Association of Headteachers
NC	National curriculum
NEET	Not in Education, Employment, or Training
NEU	National Education Union (formerly National Union of Teachers and Association of Teachers and Lecturers)
NGA	National Governance Association - a membership organisation for governors, trustees, and Clerks of state schools in England
NLE	National Leaders of Education - outstanding Headteachers who have been accredited and appointed as system leaders to both support and improve the quality of education and leadership in schools across the country
NLG	National Leaders of Governance - experienced Chairs of governors and governance professionals who provide mentoring and support to Chairs at schools identified as needing extra help
NOR	Number on roll - number of students enrolled at a particular academy
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leadership
NPQML	National Professional Qualification for Middle Leadership
Ofsted	Office for Standards in Education - responsible body for inspecting schools

PAN	Published Admission Number (also known as Pupil Admission Number or Planned Admission Number) - the total number of places available in a school/academy
Parent governor	A governor elected by the parents and carers of pupils at the school
PE	Physical education
PE and Sport Premium	Funding allocated directly to primary schools, ring-fenced so that it may only be spent on improving the provision of PE and sport in schools
Peripatetic teacher	A teacher who gives specialist instruction in several schools, for example in music
PFMAC	The Pope Francis Catholic Multi Academy Company
PGCE	Postgraduate Certificate in Education - a one- or two-year higher education course in England, Wales and Northern Ireland which provides training to allow graduates to become teachers within maintained schools
PICCL	Person in charge of Catholic Life
PM	Performance management
PMLD	Profound and multiple learning disabilities
PP	Pupil Premium - a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children.
PPA	Preparation, planning, and assessment - time legally set aside for teaching staff to be away from their class to prepare, mark and plan
Progress	Educational achievement relative to an earlier recorded starting point, showing how much improvement a child has made
Progress 8	A measure of the progress children make between the end of primary school and the end of secondary school. Progress 8 is based on pupils' performance in eight qualifications and sits alongside their Attainment 8 score. These are English and Maths, up to three subjects from the Ebacc list, and students' three highest scores from a range of other qualifications, including GCSEs and approved non-GCSEs. English and maths are given double weighting to reflect their importance. The Progress 8 is a value-added measurement, so pupils can be compared with those from similar prior attainment levels. A positive Progress 8 score means pupils are making more progress at that academy than they would have if they went elsewhere, based on their prior attainment
PRP	Performance-related pay
PRU	Pupil referral unit - education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream

	school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness (see AP)
PSHE	Personal, social and health education - a school curriculum subject in England which focuses on developing the knowledge, skills, and attributes to keep children and young people healthy and safe and to prepare them for life and work
PT	Part-time
PTA	Parent Teacher Association - a formal organisation composed of parents, teachers and staff that is intended to facilitate parental participation in a school
PTR	Pupil teacher ratio - the number of students who attend a school divided by the number of teachers in the institution
QIP	Quality Improvement Plan - Equivalent of the Academy Development Plan (ADP) for sixth form colleges
QTS	Qualified Teacher Status
Quorate	A meeting is quorate if a sufficient number of governors are present, as defined in the terms of reference. Decisions can only be ratified if a meeting is quorate
Quorum	The minimum number of governors present at a meeting before decisions can be made
RAP	Raising achievement plan/Raising attainment plan - a short-term plan to improve student outcomes quickly, such as putting in lots of focused resources around maths or English, sometimes for a particular cohort that's been identified as struggling
RE	Religious Education
Revenue funding	Funding that is spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services, and small items of equipment
RSD	Regional Schools Director – appointed by the Secretary of State for Education to make academy-related decisions in a region of England
RW&M	Reading, Writing and Maths
SACRE	Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship
SAR	Self-Assessment Report - an annual reporting requirement for further education providers in the UK
SATs	Standard Assessment Tests set by the Standards and Testing Agency (STA) and taken by pupils at the end of Key Stages 1 & 2

SBM	School Business Manager – the finance and overall business lead within a school
SCA	School condition allocations - funding given to eligible bodies responsible for maintaining school buildings. The Trust receives SCA funding and asks academies to make bids based on their requirements.
Scheme of delegation	A document defining the lines of responsibility and accountability in a MAC
Schools' forum	A statutory local body working with its local authority on school funding issues, made up of representatives from schools and academies as well as some representation from non-school organisations such as nurseries and 14-19 education providers. The forum acts as a consultative body on some issues and a decision maker on others
SCITT	School-Centred Initial Teacher Training - a route into teaching where most of the training takes place in the classroom.
SCR	Single Central Record - the central record of the safeguarding checks that have been carried out on all staff and other relevant people
SDP	School Development Plan (see ADP)
SEAL	Social and emotional aspects of learning - a comprehensive, whole-school approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools
SEF	Self-evaluation framework/form - self-evaluation to enable the school to identify its strengths and weaknesses and to tackle areas for development rigorously to improve the quality of provision for students. Used by Ofsted to review a school's thoughts of its own strengths
SEMH	Social, emotional and mental health needs - a type of special educational need in which children/young people have severe difficulties in managing their emotions and behaviour
SEN(D)	Special educational needs (and disability) - learning difficulties or disabilities that make it harder for children to learn than most children of the same age
SEN(D)CO	Special educational needs (and disability) coordinator - a teacher who coordinates the provision for children with special educational needs or disabilities in school
Service premium	Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child's pension from the Ministry of Defence
SIC	Statement of internal control - a public accountability document that describes the effectiveness of internal controls in an organisation and is personally signed by the Accounting Officer

SLA	Service level agreement - a commitment between a service provider and a client. Aspects of the service – quality, availability, responsibilities – are agreed between the service provider and the service user
SLE	Specialist Leader of Education – designated to provide expertise and support to other schools/teachers in a specialist area, which can be a curriculum subject area or other expert area such as SEN, assessment etc.
SLT	Senior leadership team
SMT	Senior management team
STA	Standards and Testing Agency - an agency of the DfE with a remit to provide an effective and robust testing, assessment, and moderation system to measure and monitor pupils' progress and attainment between reception and the end of Key Stage 2
Staff governor	A governor elected by the staff of the school
TA	Teaching assistant - a member of the academy staff who supports teachers and helps children with their educational and social development, both in and out of the classroom
Teaching School	An Ofsted-graded good or outstanding school that works with other partners to provide training and development to school staff
TES	Times Educational Supplement - a weekly UK publication aimed at education professionals, frequently used as a source of recruitment in the sector
TLR	Teaching and learning responsibility - extra responsibility allocated to an individual teacher which attracts additional salary
ToR	Terms of reference - a document defining the purpose and structure of a project, committee, or meeting
TP	Teachers' pensions
TSA	Teaching school alliance - a group led by a teaching school and including schools that are benefiting from support
UPR	Upper pay range (see also UPS) - for teachers who can demonstrate a high level of competence and demonstrate a substantial and sustained contribution to their academy
UPS	Upper pay scale / spine - for teachers who can demonstrate a high level of competence and demonstrate a substantial and sustained contribution to their academy
UQS	Unqualified teacher scale / spine
VLE	Virtual learning environment - a variety of online tools and resources allowing remote learning and improved communication between parents and teachers

VSH	Virtual School Head - Looked after children are on a virtual school roll, and each local authority employs an experienced teacher to act as a VSH, who oversees promoting the educational achievement of all the children looked after by the local authority